DOCUMENT RESUME

ED 318 819 UD 027 391

AUTHOR Grannis, Joseph; And Others
TITLE Evaluation of the New York City Dropout Prevention Initiative, Final Report on the High Schools for Year Three, 1987-88, Part One: Program Description, Findings, and Recommendations.
INSTITUTION Columbia Univ., New York, N.Y. Inst. for Urban and Minority Education.
SPONS AGENCY New York City Board of Education, Brooklyn, N.Y.
PUB DATE 25 Oct 89
NOTE 274p.; For Part 2, see UD 027 392; for 1986-87 report, see ED 306 331.
PUB TYPE Reports - Evaluative/Feasibility (142) -- Reports - Research/Technical (143)

EDRS PRICE MF01/PC11 Plus Postage.
DESCRIPTORS *Community Organizations; *Dropout Prevention; *Dropout Programs; High Risk Students; *High Schools; Program Descriptions; Program Evaluation; *Program Implementation; Secondary Education; *Urban Schools
IDENTIFIERS Attendance Improvement Plan; Collaboratives; Dropout Prevention Program; *New York (New York); Operation Success

ABSTRACT

This document comprises part 1 of a two-part evaluation of the third-year implementation of the New York City Board of Education's 3-year high school dropout prevention initiative (DPI). It describes the DPI and presents the evaluation findings and recommendations. (Part 2 comprises reports on 8 special substudies of the program in year 3.) The DPI consisted comprised of the Dropout Prevention Program (DPP), which was implemented in 10 schools, and the Attendance Improvement/Dropout Prevention program (AIDP), which was implemented in 3 schools.) The majority of the 4,781 students targeted for services in 1987/88 had at least 40 absences during the previous school year, at least 20 absences during the prior spring, and/or had failed 3 or more courses during the previous year. The following intervention models were implemented: (1) six schools used a modified systemic model, with the bulk of funding used for school-wide improvements and some funds for services provided by community-based organizations (CBOs); (2) four schools used a modified CBO model, with the bulk of funding used for the CBO-sponsored Operation Success program and a moderate amount of funding for school-wide improvements; and (3) three schools used an AIDP school-with-CBO model, with most funding used for Operation Success but with substantial participation by tax-levy school staff. Overall, the program fell far short of its goals to improve students' attendance and rate of course passing. Recommendations for improvement focus on the need for program goals to be more closely incorporated into service planning, increased emphasis on school improvement, and the importance of a school-based planning process. Statistical data are included on 66 tables and 14 graphs. (FMW)

ED318819

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

X This document has been reproduced as received from the person or organization originating it

☐ Minor changes have been made to improve reproduction quality

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY
Erwin Flaxman
IUTE
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

EVALUATION OF THE NEW YORK CITY DROPOUT PREVENTION INITIATIVE

FINAL REPORT ON THE HIGH SCHOOLS FOR YEAR THREE, 1987-88

PART ONE: PROGRAM DESCRIPTION, FINDINGS, AND RECOMMENDATIONS

by

Joseph Grannis, Project Director
Carolyn Riehl, Project Coordinator

with

Selina Bendock

and

Joseph Gerics
Judith Goldwater
Kenneth Jewell
Bruce Jones
Michele Reich
Carolyn Springer
Diana Stewart
Susan Sullivan
Miriam Westheimer
Denise Willis

Institute for Urban and Minority Education
Teachers College, Columbia University
New York, N.Y. 10027

October 25, 1989

BEST COPY AVAILABLE

UD 027 311

Evaluation of the New York City Dropout Prevention Initiative

Joseph Grannis, Project Director
Carolyn Riehl, Project Coordinator
Teachers College, Columbia University

Final Report on the High Schools for Year Three, 1987-88

Executive Summary

During 1987-88, the New York City Dropout Prevention Initiative (DPI) was in its third year of implementation in ten high schools comprising the Dropout Prevention Program (DPP) and three high schools from the Attendance Improvement/Dropout Prevention Program (AIDP). By this time, the Initiative was expected to have developed to a point where it was having a clear impact on students' attendance and rate of passing courses. The Teachers College evaluation of the Initiative has found that the program was falling far short of the goals that had been set for it. This general conclusion is consistent with a similar conclusion reached by the Board of Education's own evaluation of the parallel AIDP, which included 23 high schools in addition to the three that were a part of the DPI.

Teachers College has also identified specific situations where progress was made toward achieving program goals in individual schools. The findings argue for increased school-based planning in the further development of the dropout prevention effort.

Students in the DPI high school program

The DPI targeted 4781 students for services in the thirteen participating high schools in 1987-88. A majority of the students were selected for the program because of meeting one or more of the eligibility criteria of 40 or more absences the prior year, 20 or more absences the prior spring, and/or having failed three or more courses the prior year due to excessive cutting. Eighty-five percent of the evaluation sample students were at least one year older than the expected age for their grade level. These were indeed students for whom the schools have not been working.

The evaluation made up comparison samples of students who were eligible on the basis of the attendance criteria but who had not been targeted for services in the DPI. The number of students at risk of dropping out but not targeted for services was considerably greater than the number that the program was able to enroll.

Program services

Three program models were implemented during Year Three: a modified systemic model, with the bulk of funding used for school-wide improvements and some funds for CBO-sponsored services (6 schools); a modified CBO model, with the bulk of funding used for the CBO-sponsored Operation Success program and a moderate amount of funding for school-wide improvements (4 schools); and an AIDP school-with-CBO

model, with most funding used for Operation Success, but with substantial participation by tax-levy school staff (three schools). Operation Success was implemented by Federation Employment and Guidance Service (FEGS).

The program was meant to provide activities and services for students in seven areas: facilitation, attendance outreach, guidance and counseling, health, linkage between middle school and high school, alternative education, and security. Attendance outreach, individual and group guidance, alternative education, and, in a more general way, facilitation and security, each involved more than half of the program students. However, the average targeted student did not receive the concentration of services in complementary areas that the program rationale called for.

Student outcomes

Attendance of the students in the DPI overall fell from 69% in 1986-87 to 64% in 1987-88. For the students for whom data for both years were available, the change was -6%. Only 39% of targeted students improved their attendance, while the goal was that a minimum of 50% improve their attendance.

Average percent of courses passed by targeted students fell from 44% in 1986-87 to 42% in 1987-88, a change of -4% for students with two years of data. Just 42% of the students with previous course failures improved their percent of courses passed; the goal was that 50% of these students improve in courses passed. When all targeted students were considered, 36% had gains in percent of courses passed, 15% stayed the same, and 49% had losses in percent of courses passed.

Attendance and courses passed results for targeted students were somewhat better than the outcomes for comparison students who had not been targeted for services in the DPI schools.

Twenty-four percent (24%) of DPI students whose eligiblity for the program was based on previous attendance were discharged as dropouts in 1987-88, compared to 34% of similarly eligible but not-targeted students in the DPI schools, a difference that could be partly attributed to the relatively stronger attendance of the DPI targeted students.

Variables affecting student outcomes

Previous attendance and courses passed--which represent not students' characteristics alone, but also their prior school experience--accounted for most of the variance in 1987-88 attendance and courses passed. Being overage for grade and new to high school predicted losses in attendance and courses passed. Results were better for students at each successive grade level, reflecting their greater prior success in school. Limited English Proficiency (LEP) students had higher attendance and grades than non-LEP students. This finding, which applied to both Hispanic and non-Hispanic LEP students, suggested that their eligibility for bilingual or ESL classes had been beneficial for them, though the evaluation did not have a way of

confirming their enrollment in these classes.

Student outcomes associated with different DPI sponsored services or activities varied widely from one school to another, reflecting differences in the students served, how the activity was carried out, coordination of the activity with other activities or services, and the general contexts of the schools. Instructional enrichment, student affiliation activities, and a part-time jobs program had the most consistent positive effects on attendance and courses passed after prior-year performance was accounted for, but these activities tended to be used with students who were less at risk. Students more at risk were concentrated more in special academic programs, with highly variable results.

Student outcomes varied between schools, with one school meeting the goal for attendance improvement and two schools meeting the courses passed improvement goal. In one of the latter two schools, an exceptionally high number of targeted students were awarded a New York State Equivalency Diploma.

Overall, students served by a combination of school and CBO staff had less negative outcomes than students served by school or by CBO staff alone. Operation Success was involved in the schools with the most positive outcomes, but was also involved in schools with highly negative outcomes.

School-wide context variables and outcomes

Attendance decreased slightly or substantially in most of the schools. About half of the schools had decreased percents of students discharged as dropouts and about half had increased percents of dropouts. The number of long-term absentees (LTAs) on the school registers increased somewhat more in the schools with greater attendance loss and reduced rate of discharging students as dropouts.

The conflict mediation program operated by Victim Services Agency continued to contribute to reduced levels of suspension of students for aggression against other students in the schools in which it was implemented.

The DPI produced many innovations, for example, the PM School. At the same time, the environments of virtually all of the schools limited the results that could be obtained by a special program within the schools. The size of the high schools and the numbers of students for whom, almost by definition, conventional schooling was not working seemed to foster a culture of conflict, alienation, and failure in the schools. House plans were just beginning to be implemented in the high schools in 1987-88. The schools varied in leadership, faculty attitude toward the program and its students, and program staff resourcefulness and stability. The dropout prevention effort was found to be gathering strength in several schools, but appeared to have peaked or stalled in other schools.

Program cost

Total expenditures for the high school portion of the Dropout

Prevention Initiative in Year Three were $7,541,632. CBO expenditures totaled $3,775,192, representing 50% of total expenditures. Total expenditures for each of the thirteen schools ranged from $407,774 to $834,718. Average per-pupil costs ranged from $1,022 to $3,002. Due to differing sizes of the program rosters, there was little relationship between total costs and per-pupil costs; however, per-pupil costs were much higher in schools where CBOs served many fewer students than they budgeted for. There was no relationship between total program costs and program outcomes (average changes in attendance, courses passed, or percent of dropouts). In the absence of overall student gains, it is not possible to carry out a valid cost-effectiveness analysis. However, the DPI should also be viewed as having implemented processes of school improvement that might benefit future cohorts of students if the Board of Education builds upon what has been learned in the dropout prevention effort so far.

Recommendations

The evaluation has concluded that the goals for student improvement need to figure much more centrally in the planning of services, short-term monitoring of results of program actions, and long-term accountability of principals and school and CBO staffs. At the same time, student improvement must be brought about through school improvement. School-based planning is essential for this process. Houses and alternative schools need to be small enough to promote a sense of community, but even small subschools should have students and staff with diverse interests and aptitudes. The academic program for many students might need to include a combination of experience-based courses and preparation for GED programs and examinations. Academic, counseling, and attendance outreach and health referral functions must be coordinated through both a strong advisory system and a comprehensive and flexible student information system. All high school students seventeen years of age or older who want to work for pay should be assisted in finding and maintaining part-time employment and be provided with appropriate academic and workplace supports. A dropout prevention program needs to begin in the early grades but to be followed by continuous supports for students throughout their middle school and high school years.

Evaluation of the New York City Dropout Prevention Initiative

Joseph Grannis, Project Director
Carolyn Riehl, Project Coordinator
Teachers College, Columbia University

Final Report on the High Schools for Year Three, 1987-88

Detailed Summary

The Teachers College evaluation of the New York City Dropout Prevention Program (DPI) is the most extensive study of a large-city dropout prevention program to date. It combines a comprehensive statistical analysis of student characteristics, program services, and student outcomes, with in-depth studies of the program and students at selected sites. The information assembled by the evaluation furnishes profiles of the program and the students that would need to figure in future planning, and it raises fundamental questions about the scale and process of change that would be required to reduce the dropout rate in the New York City schools substantially.

Teachers College's evaluation of the 1987-88 DPI middle school program has already been published. (Grannis, J. C., Riehl, C. R., et al. Evaluation of the New York City Dropout Prevention Initiative: Final Report on the Middle Schools for Year Three, 1987-88. New York: Institute for Urban and Minority Education, Teachers College, Columbia University, 1989.) The DPI was implemented in 29 middle schools which were feeders to ten of the thirteen high schools. Overall, the middle school program did not have a significant impact on targeted students' attendance and achievement, although individual schools were identified where the program did make a positive difference to students' performance. Student outcomes in middle schools that utilized CBOs were essentially the same as the outcomes in schools which utilized Board of Education staff only, while the per-student cost of the program in the CBO schools was about twice the cost of the program in the schools without CBOs. High school linkage was one of the least implemented of the middle school program components.

High School DPI Program Implementation

The Dropout Prevention Initiative was established in 1985 by the New York City Board of Education, the City's Office of Management and Budget, and the Mayor's Office of Youth Services, with about $30 million in special city funding for the first three years of program operation. The Initiative was organized with both a high school and a middle school component. As in the previous two years, thirteen high schools participated in the Initiative during 1987-88 -- ten schools from the Dropout Prevention Program (DPP) and three from the Attendance Improvement Dropout Prevention (AIDP) Program. One special feature of the Initiative was that community-based organizations (CBOs) collaborated with schools to provide dropout prevention services. Nine different community-based organizations were involved in the high school Dropout Prevention Initiative during 1987-88.

The DPI combined seven main components of services to students: program facilitation, attendance outreach, guidance and counseling, health services, school-level linkages, alternative educational programs, and, in the DPP schools, school security. Three program models for the delivery of services were implemented during Year Three: a modified systemic model, with the bulk of funding used for school-wide improvements and some funds for CBO-sponsored services (6 DPP schools); a modified CBO model, with the bulk of funding used for the CBO-sponsored Operation Success program and a moderate amount of funding for school-wide improvements (4 DPP schools); and an AIDP school-with-CBO model, with most funding used for Operation Success, but with substantial participation by tax-levy school staff (three AIDP schools). Operation Success was conducted by Federation Employment and Guidance Service (FEGS).

A total of 4781 students were identified by school and CBO personnel as having been part of the Dropout Prevention Initiative in 1987-88. The ten DPP schools listed a total of 3493 students on their program rosters, and the three AIDP schools listed 1318 students. The 31,713 other students enrolled in the 10 DPP schools which implemented schoolwide improvements were also potentially affected by the program, in greater or lesser degree.

From the program rosters, Teachers College selected a random sample of approximately 150 students per school as an "evaluation sample." Extensive data were obtained on this sample, and most of the analyses presented in this report are for the evaluation sample. A total of 1885 students were included in the evaluation sample, 1435 from the ten DPP schools and 450 from the three AIDP schools.

Students were enrolled in the Dropout Prevention Initiative on the basis of satisfying at least one of several eligibility criteria; reasons for program enrollment were analyzed for evaluation sample students in the ten DPP schools. Over forty percent of the DPP students met the criteria of 40 or more absences the prior year; forty-six percent of the students had had 20 or more absences the prior spring. Almost forty percent were listed as having failed three or more courses the prior year due to excessive cutting. Thirty percent of the students were listed as having failed three or more courses due to excessive cutting *and* having had either 40+ prior year or 20+ prior term absences.

Student Background Characteristics

The characteristics of the students targeted for the program followed the profiles of students for whom the high schools are not working. Many students are stuck in the ninth and tenth grades, are becoming increasingly overage for grade, and are experiencing mounting failure.

The 1885 evaluation sample students were almost evenly divided by gender (51.1% male; 48.9% female).

Over three-quarters (77%) of the targeted high school students were in the ninth or tenth grades. Special education students were

somewhat under-represented among the DPI target population; just over 6% of the students were reported to be in special education.

A total of 16% of the students were new to the high school (or "incoming students") in 1987-88, including 23% of the ninth graders and 14% of the tenth graders.

Over sixty percent of the program students had not been promoted to a higher grade at the end of the 1986-87 school year. Eighty percent of the ninth graders in the program during 1987-88 were repeating the ninth grade, and fifty-one percent of the tenth graders were repeating tenth grade.

Almost eight percent of the 1885 students in the evaluation sample were older than 18 -- beyond the expected age of high school completion. Eighty-five percent of the evaluation sample students were at least one year older than the expected age for their grade level, and 58% of the students were at least two years overage for grade. This was most pronounced for ninth graders, where 66 percent were 2 or more years overage.

Just under eleven percent of the students in the evaluation sample were identified as "limited-English proficient," on the basis of having scored below the twenty-first percentile on the Language Assessment Battery (LAB) or being coded as limited-English proficient on the Board of Education's central data files. Limited-English proficient students were somewhat underrepresented in the program sample.

An additional five percent of the students could be considered "marginally English proficient," by virtue of having scored between the twentieth and fortieth percentiles on the LAB or having taken a standardized achievement test in an alternate language within the previous two years. It is likely that many more high school students have marginal English proficiency than can be identified from current Board of Education data.

Overall, high school students in the Dropout Prevention Initiative had low rates of attendance during the prior school year (1986-87). The average proportion of prior year days present was 69%, the equivalent of 124 days present and 56 days absent.

The overall average proportion of courses passed by evaluation sample students during 1986-87 (the prior year) was 44%. Over two-thirds of the students had failed more than 40% of their prior year courses. A small proportion (10%) of the students passed all of their courses the previous year.

Ninth graders had passed, on average, only 31% of their prior year courses. Incoming ninth graders (i.e., students new to the high school in 1987-88) had passed an average of 62% of their prior year courses. Repeat ninth graders had passed only 25% percent of their prior year courses.

Differences in student background characteristics across the

thirteen schools indicate that the thirteen schools were targeting services to very different cohorts of students. For example, average prior year attendance rates for program students in the different schools ranged from 58% to 78%. The average rate of prior year courses passed by targeted students was quite low in all schools, ranging from just 31% in one school to 56% in another.

Student Participation in Activities

Program coordinators and CBO site supervisors were asked to list the activities in which evaluation sample students had participated. Sixty-nine percent (69%) of the students received individual and/or group guidance. Thirty-eight percent (38%) participated in a special academic program and 32% received some form of instructional enrichment; when these categories are combined, 59% received some form of alternative education. Eight percent of the evaluation sample students participated in a jobs program, and 20% participated in an affiliation activity, i. e., an activity which promoted increased connection to the school. The range in figures among the different schools shows the considerable variations in program implementation at the thirteen school sites.

Female students were slightly more likely to have received both individual and group guidance and to have participated in an affiliation activity, but were less likely to be enrolled in an academic program. Both marginally-English proficient and English proficient students were much more likely to receive individual and group guidance than were limited-English proficient students. The former two groups were also more likely to participate in an academic program than were the LEP students, possibly because LEP students were already enrolled in special classes.

Students one or two years overage for grade level were more likely to receive individual and group guidance than were students not overage for grade. All categories of overage students were more likely to participate in academic programs through the Dropout Prevention Initiative. Participation in affiliation activities declined dramatically as students became more overage.

Students new to the high school were somewhat more likely to receive individual guidance services and affiliation activities, but overall the mix of services to incoming versus previous high school students was quite similar.

Students who had failed their grade level in 1986-87 were twice as likely to receive an academic program service, and less than half as likely to participate in an affiliation activity, during 1987-88.

Individual and group guidance were the most frequently recorded services sponsored by community-based organizations; over half of the CBO students received individual guidance, and 37% received group guidance. The next most frequent activity was career education/job training: nearly 8% of the CBO students overall participated in a job-related activity.

Students received only a fraction of the kinds of services which the program rationale and the Chancellor's regulations implied should be packaged together.

A weekly log of services that the evaluation had on-line program staff maintain for a sample of 200 students in five high schools showed that 20% received from DPI staff four or more of the seven general categories of services, 33% of the students received services in three, 32% received two categories of services, and 15% received services in only one or none of the seven categories. The log undoubtedly underestimated services received in some categories, but still validly gives a picture of far less than comprehensive services for many students.

Reasons for students receiving scattered services include both the "loose coupling" of units that characterizes the typical large high school organization and the political necessity of spreading services over large numbers of students in order to justify program budget. Some students might have been assumed to have required fewer services. A further reason appeared to be that the several Board of Education offices involved held the programs in the schools more accountable for implementing discrete services than for the student attendance and courses passed outcomes that might result from, and require, combining services to provide comprehensive support for individual students.

Some program units did appear to have integrated services more fully and to have begun to achieve commensurate outcomes.

For example, school and CBO staff in one school integrated attendance outreach with their other services to students in ways that contributed to general attendance gains in the school.

A CBO provided attendance outreach and guidance and counseling to students in a teacher-developed mini-school that had better outcomes for students than other, less well-integrated program activities in the host school.

DPI staff in a third school developed a career-oriented program that included classes for their targeted students in a nearby vocational school, and they coordinated attendance outreach and counseling with this program. Targeted students in this school had the best combined attendance and courses passed outcomes of all the schools, while comparable students in the same school who were not targeted had disastrous outcomes.

Program components

Engaging high school linkage and orientation activities were identified in some schools but were experienced by relatively few incoming students, especially few of those that needed them the most. A study of the transition of students into four of the DPI high schools from 11 DPI middle schools designated as their "feeders" found that about a third of the targeted students who were in their terminal year in the middle schools in 1986-87 were enrolled in the linked high

schools in 1987-88, but that in turn less than a third of these enrollees (or less than a tenth of the original middle school targeted group) were targeted for services in the high school.

Coordination between the dropout prevention program and the attendance office was not formalized in most schools, including even the school with the strongest attendance gain. Student information systems were especially underdeveloped. A great deal of attendance outreach time was devoted to resolving list-notice cases in the fall and clarifying LTA cases throughout the year, thus reducing the time for attendance outreach to more active students.

Counseling was the service reported most frequently for targeted students. Individual counseling was the most common counseling activity reported in all of the schools, but while group counseling was second in two of the logged schools, the second most frequent counseling activity in three of the schools was attendance outreach. Counseling staff were extensively involved in crisis intervention. Many counselors were perceived as having case loads and paperwork that were too heavy for them to be effective.

Program staff saw the students as having extraordinary health needs. Extensive health services were available to students in two of the 13 schools, which had foundation grants for this. Special services related to pregnancy prevention, parenting, drugs, and general health promotion were available in several schools; otherwise, services were limited or very inadequate for the health needs of students in the schools.

Project SMART's conflict resolution program (implemented by the Victim Services Agency) continued to contribute to lower rates of suspensions of students for aggressions against other students, while school security staff were widely criticized by program staff and students for arbitrary and confrontational approaches to security problems.

Health and school security were not primary responsiblities of the DPI, but they were appropriately identified as elements of the school situation that had to be improved if the goals of the DPI were to be realized.

The DPI experimented with a variety of alternative education arrangements.

The PM School in the school which originated the concept was a major departure from conventional school practices in various ways, including students being allowed to select their after-school courses in face-to-face registration with the teachers. Targeted students who used this PM School were decidedly less at risk than those who did not, but a substantial fraction of the students electing it were holdovers, as intended. Other schools in 1987-88 were still trying to resolve issues related to the implementation of a PM School.

The curriculum of some alternative education programs was experiential or work oriented. Individualizing students' schoolwork

was a way that some more academic courses were adapted to students' different ability levels and attendance patterns. Some alternative education programs only diluted course content and requirements. From a "hidden curriculum" point of view, one transitional class that was observed in depth was extensively engaged in dealing with conflict in the school, which incoming students interviewed from several schools confirmed was also salient in their high school experience.

Programming targeted students together in their classes had both positive and negative potentials. A family or community atmosphere was strongly appreciated by students from several mini-school programs who were interviewed in the spring, and who were at this point in time successful or at least survivors in the programs. However, blocked programming was especially associated with low attendance in 1987-88, which probably reflected not only the prior attendance behavior of the students but also the generally low holding power of the programs. Programming low achieving students together facilitates identifying them for services but also runs the risk of low expectations and morale associated with homogeneous grouping.

A part-time jobs program was perceived by participating students as having a positive impact on or at least not competing with their academic motivation. Males were more likely than females to say that they would have attended school less if there had not been a jobs program, particularly reflecting a greater need they perceived to earn money for family as well as for self. While students were generally satisfied with their jobs, the major reason given for dissatisfaction was that a job was not challenging enough. Students in the jobs program had relatively high attendance and courses passed outcomes. However, even these students were passing only about half of their courses and few received special academic supports.

CBO involvement

The high schools in which the DPI was implemented varied in the extent to which they relied more on school or CBO staff to carry out the program, and varied also in whether they concentrated more on specifically targeted students or took a more general, systemic approach to dropout prevention. Since the same schools that were designated to use a case-management approach were the ones in which most of the funding went to CBOs, the design of the DPI could not sustain an analysis of whether case managment was more effectively carried out by school or CBO staff.

All of the high schools had at least some CBO involvement. CBOs played a significant part in each of the examples of more integrated services cited on page 5 above. The schools with the strongest overall gains in student attendance and/or courses passed were all located in the modified CBO model and the AIDP school-with-CBO model, both of which involved Operation Success (OS). These same models, however, also contained schools in which students had substantial losses in attendance or courses passed. The effectiveness of CBOs, as of virtually all DPI activities, varied as a function of the students they were serving, the school context in which they operated, and their own organization, including site management and staff stability

or turnover.

General school environment

The DPI produced many innovations, for example, the PM School and the part-time jobs program. At the same time, the environments of virtually all of the schools limited the results that could be obtained by a special program within the schools. The schools varied in leadership, faculty attitude toward the program and its students, and program staff resourcefulness and stability. The size of the high schools and the numbers of students for whom, almost by definition, conventional schooling was not working seemed to foster a culture of conflict, alienation, and failure in the schools. House plans were just beginning to be implemented in the high schools in 1987-88.

There were various indications that in 1987-88 the DPI was at the center of larger changes in some schools, developments that might be expected to produce gains over a longer period of time than the evaluation encompasses. On the other hand, the program was observed to have peaked in an earlier year, or to have stalled, in some other schools in the DPI. In either event, the more long-range trajectory of the program in each school has to be considered. The program models initially presumed that systemic changes would take place more in the systemic or modified systemic high schools, but at least one modified CBO high school had began to change systemically by 1987-88. High levels of activity, support, and shared decision-making by administrators, especially the school principal, were observed to be essential for a DPI team, including the CBO, to become empowered in a school.

Program Outcomes

Most of the program outcomes are reported for the evaluation sample of 1885 students who were chosen randomly from the full rosters of 4781 targeted students in the thirteen DPI high schools. Data are more complete for the evaluation sample.

For the DPI overall, 39% of targeted high school students improved their attendance in 1987-88 over 1986-87. This was substantially below the Chancellor's goal of 50% of targeted students improving their attendance. Most of the schools varied in a narrow range between 32% and 42% improvement, but in one school the proportion improving was 60%, in another it was 46%, and in still another it was only 26%.

The average attendance change for targeted students in the high schools was -6%, the equivalent of a decline in attendance of about 11 days. Average attendance fell from 69% in 1986-87 to 64% in 1987-88. (The change score is based on students for whom data are available for both years, and therefore does not necessarily equal the difference between the rates for the two years separately.)

Of those students who had failed at least one course in 1986-87, 42% passed a higher proportion of courses in 1987-88. Again this was below the Chancellor's goal of 50%. The average change for the

gaining students was +22%, or about three courses per year. Of all targeted students in the evaluation sample, 36% passed more courses in 1987-88 than in 1986-87, 49% passed fewer, and 15% passed the same.

The proportion of students with prior failures who improved in courses passed in 1987-88 varied in individual schools between a low of 25% and a high of 63%.

The average change in proportion of courses passed was -4%, the equivalent of failing about one half of a course more per year. The average proportion of courses passed in 1986-87 was 44% and the average for 1987-88 was 42%.

The average number of credits earned by targeted students was 4.7, or somewhat less than half the average number that would be needed to be earned in one year for promotion to the next grade. Credits earned varied between 2.7 in one school and 6.2 in another, reflecting both the characteristics of students enrolled in the program and the program strategies in different schools.

Only 18% of the targeted students earned 10 or more credits in 1987-88. However, as many as 41% of the students may have been promoted, including some who graduated, at the end of the 1987-88 school year. The 41% figure reflects the fact that many students were holdovers and needed fewer than 10 credits to be promoted, but it is also likely to be exaggerated by late reporting of promotions from the year before. Both figures need to be considered to get a valid picture of the promotion rate.

Out of the total program population of 4811 students, 125 earned New York State Equivalency Diplomas (GEDs). Fully half of the GEDs were earned by students in the one school which had its own New York State approved GED program.

Subsamples of the targeted students who were eligible for DPI services on the basis of 1986-87 attendance have been compared with samples of similarly eligible students who were not targeted in the DPI or the AIDP. Attendance changes were somewhat less negative in the program samples than in the comparison samples. Likewise, courses passed changes were somewhat less negative than in the comparison samples. In two of the three schools in the AIDP school-with-CBO model, results for program students were decidedly better than results for comparison students.

Attendance-eligible DPI targeted students gained more credits than comparable not targeted students in the same schools, in grade nine, grade ten, and special education, but not in grade eleven and grade twelve.

At every grade level, attendance-eligible targeted students were discharged as dropouts at a somewhat lower rate than comparable not-targeted students. Overall, 24% of the attendance-eligible DPI students were discharged as dropouts, compared to 34% of the attendance-eligible students who were in the DPI schools but not targeted, and 31% of attendance-eligible students who were in the

remaining AIDP schools but not targeted. The differences in rate between the targeted and the comparison students were not as large as they had been in Year Two, 1986-87, mostly reflecting the fact that dropout discharge rates had gone down some for not-targeted students in most of the schools.

Attendance change was somewhat more negative for students who were served by school staff only (-8%) or not served at all (-8%), and less negative for students served by a CBO only (-5%) or a combination of school and CBO (-6%). These results varied by model and school.

Courses passed change was most negative for students who were served by a CBO only (-8%), less negative if served by a school only (-5%) or neither school nor CBO (-5%), and least negative if served by a combination of school and CBO (-2%).

In the modified CBO and the AIDP school-with-CBO models, results were somewhat better in the schools which listed students for more services. Across all of the models, there was a trend for more favorable changes if students received more, rather than fewer, services. Since students who received more services tended to have had lower prior year attendance and courses passed outcomes, some of their gains may represent regression to the mean.

Results for a given activity, for example mini-school or off-campus enrichment, varied widely from one school to another, reflecting differences in the students served, how the activity was carried out, coordination of the activity with other activities or services, and the general contexts of the schools.

In the DPP, the number of credits students earned and whether students had gains or losses in percent of courses passed varied fairly independently of each other. Instructional enrichment and the part-time jobs program were the basic types of activity that were most associated both with smaller losses in percent of courses passed and larger average number of credits gained. However, students who were relatively less at risk were found disproportionately in these activities and in student affiliation, while students who were relatively highly at risk on the basis of prior performance were concentrated in special academic programs and, to a lesser extent, in individual and group counseling.

In the AIDP, students both earned more credits and had better courses passed changes if they participated in four basic types of activity: special academic program, instructional enrichment, ongoing individual counseling, and part-time jobs program. Differences between the students participating or not in a given type of activity were not as pronounced in the AIDP schools.

Instructional enrichment included the OS career education and job training program. Students in this program in DPP schools had an average loss of attendance (-5%) and a modest gain in courses passed (+4%), but earned a lower than average number of credits during the year (3.3). Students in career education and job training in the AIDP schools had a lower than average loss in attendance (-1%), a

substantial gain in courses passed (+17%), and a higher than average number of credits earned during the year (5.8).

There were a number of situations in which students improved their rate of passing courses at the same time that their attendance declined. In the school in which students had the strongest gain in courses passed, they also had one of the largest losses in attendance; at the same time, not-targeted students in this school had massive losses in attendance. The attendance of the students seemed to be signaling the need for strengthening the holding power of the school environment as a whole, rather than just a weakness of the program activities as such.

The school with the strongest combined attendance and courses passed results, also in the AIDP, had a vocational and career-oriented curriculum for targeted students.

Program cost

Total expenditures for the high school portion of the Dropout Prevention Initiative in Year Three were $7,541,632. CBO expenditures totaled $3,775,192, representing 50% of total expenditures. The largest CBO allocation was $2,658,190 to Federation Employment and Guidance Service for the seven Operation Success programs. Total expenditures for each of the thirteen schools ranged from $407,774 to $834,718. Schools made quite different decisions about how to spend the funds allocated to school budgets. Average per-pupil costs ranged from $1,022 to $3,002. Due to differing sizes of the program rosters, there was little relationship between total costs and per-pupil costs; however, per-pupil costs were much higher in schools where CBOs served many fewer students than they budgeted for. Some of this discrepancy may be explained by CBOs serving students who were not listed on the program rosters.

There was no relationship between total program costs and program outcomes (average changes in attendance, courses passed, or percent of dropouts). In the absence of overall student gains, it is not possible to carry out a valid cost-effectiveness analysis. However, the DPI should also be viewed as having implemented processes of school improvement--dropout prevention planning teams, the collection of data on students at risk, the creation of alternatives like PM Schools, collaboration with CBOs--that might benefit future cohorts of students if the Board of Education builds upon what has been learned in the dropout prevention effort so far.

Recommendations

While 1987-88 was anticipated as the first year in which there would be substantial gains in student outcomes for the DPI, the program did continue in 1988-89 and, with modifications, is still in effect in the current school year. A memorandum on the Dropout Prevention Program for 1989-90 from the Executive Director of the Division of High Schools to high school principals in June 1989 incorporated many of the recommendations that Teachers College made in a preliminary report and that are contained in the present report.

Nonetheless, the extent of the change that is necessary cannot be overemphasized and is reiterated in this final report.

The evaluation's recommendations include the following:

1. Goals for student improvement need to figure much more centrally in the planning of services, short-term monitoring of results of program actions, and long-term accountability of principals and school and CBO staffs. School-based planning is essential for this process.

2. Houses or alternative schools need to be created for all students. These units should be small enough to promote a sense of community, but students and staff even of small subschools should have diverse interests and aptitudes.

3. Academic, counseling, and attendance outreach and health referral functions need to be coordinated through both a strong and personal advisory system and a comprehensive and flexible student information system.

4. In order to facilitate school-based planning and services to individual students, information systems to profile data on students and programs need to be developed in each school. The Board of Education should facilitate the exchange of information between schools and should furnish sufficient computer equipment, programs, and training for these purposes to each school.

5. The academic program for many students should include a combination of experience-based courses and preparation for GED programs and examinations.

6. Adults from many spheres of work and life should be involved as mentors, tutors, and coaches for high school youths. All high school students seventeen years of age or older who want to work for pay should be assisted in finding and maintaining part-time employment and be provided with appropriate academic and workplace supports. A greatly enlarged part-time jobs and mentoring program would in turn require expanded collaboration between the schools and a variety of organizations in the public and private sectors.

7. A dropout prevention program needs to begin in the early grades but to be followed by continuous supports for students throughout their middle school and high school years. Radical steps are needed to improve school linkage, including changes in the school calendar to promote transition from middle school to high school.

8. Efforts to involve students positively in the schools in the late summer and early fall need to be increased. Many students are lost while schools and programs are dealing with organizational matters at this time.

9. The responsibility for developing programs for at-risk students should be shared by all of the city's high schools. Schools might work together in partnerships so that schools with greater or fewer

numbers of students at risk could be mutually supportive.

10. All of these recommended developments need to proceed at a pace that is both feasible and challenging for school-based planning units that must manage them first-hand. The role of the central Board of Education is to provide enabling frameworks and fiscal, technical, and professional supports for bringing about these changes.

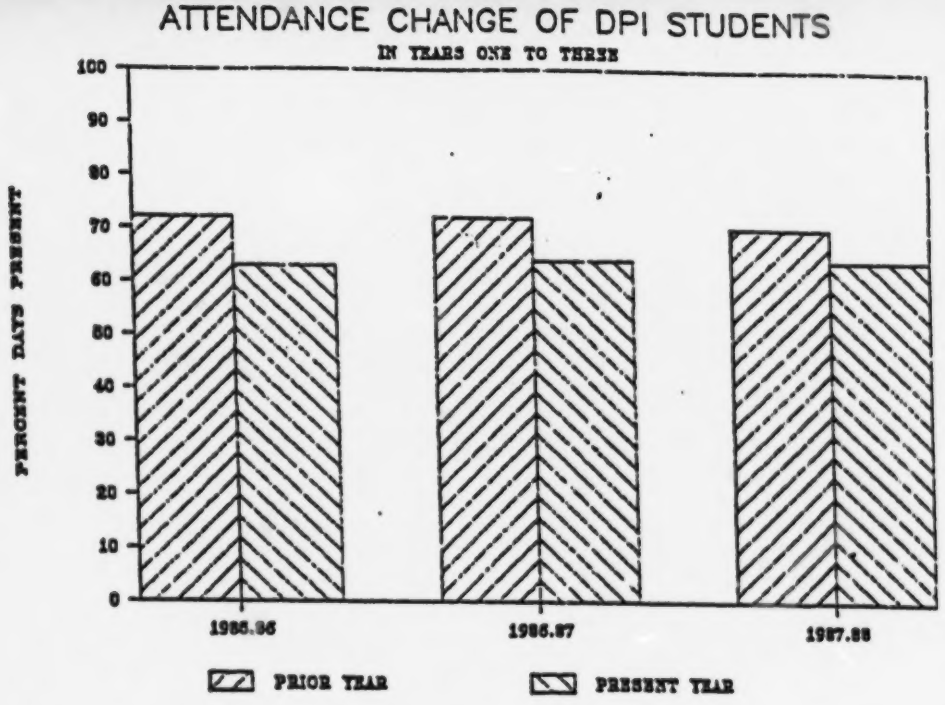

Figure 1

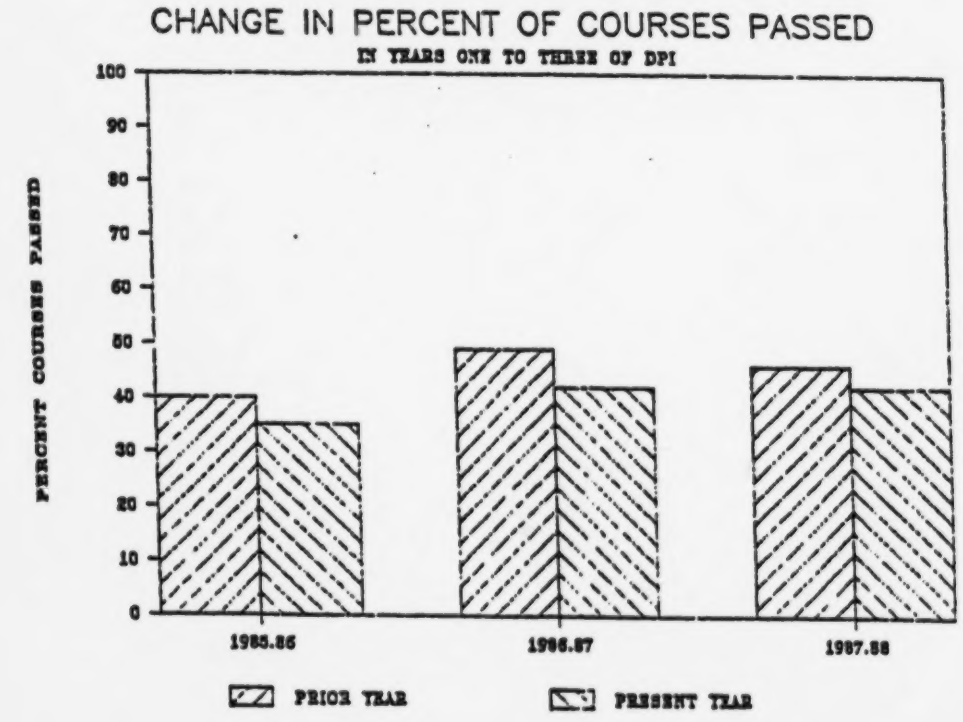

Figure 2

"Present Year" is the average percent for all evaluation sample targeted high school students in the relevant program year for whom data are available for that year; "Prior Year" is an average that is imputed for the prior year by using the change score for those students who have data for both years. For example, students who were in the program in 1985-86 attended school for 63% of days in that year and for 72% of days the prior year. Between the first and third years of the program, attendance outcomes were very similar and courses passed outcomes improved very slightly.

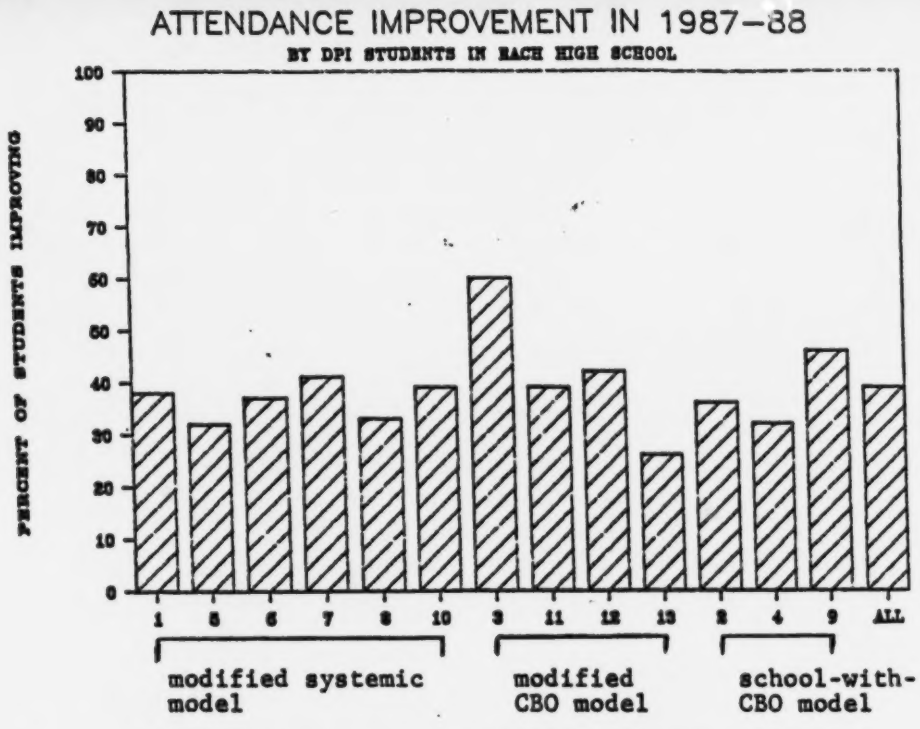

Figure 3

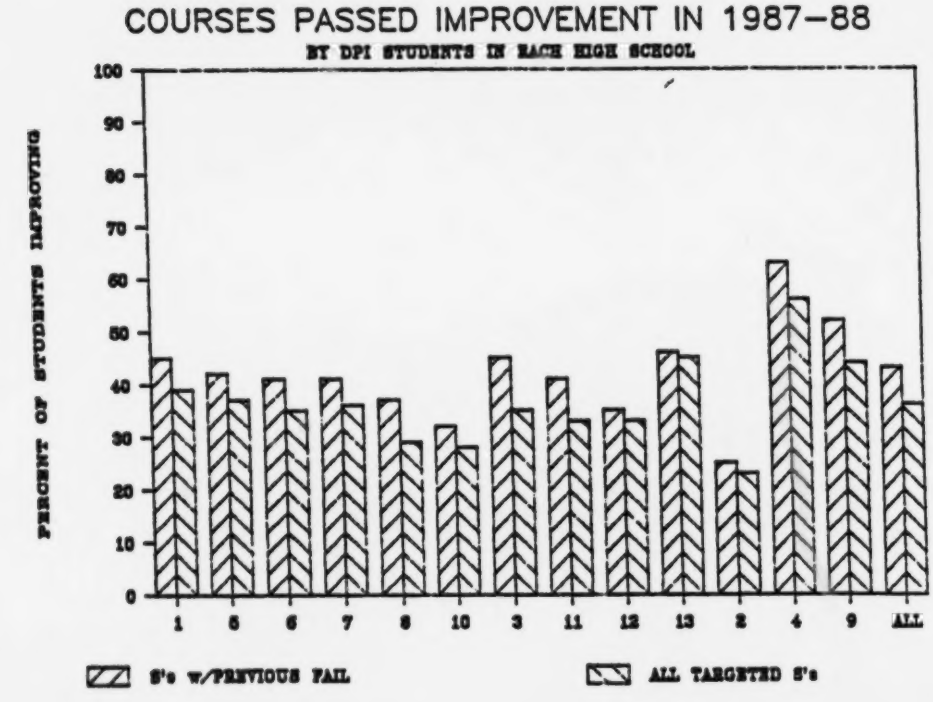

Figure 4

School 3 met the goal of 50% of targeted students improving attendance and Schools 4 and 9 met the goal of 50% of students who had failed a course in the prior year improving their proportion of courses passed. Only School 4 had 50% or more of all targeted students improve in courses passed. Outcomes varied less among schools in the modified systemic model than they did among schools in the modified CBO model and the AIDP school-with-CBO model, both of which involved Operation Success.

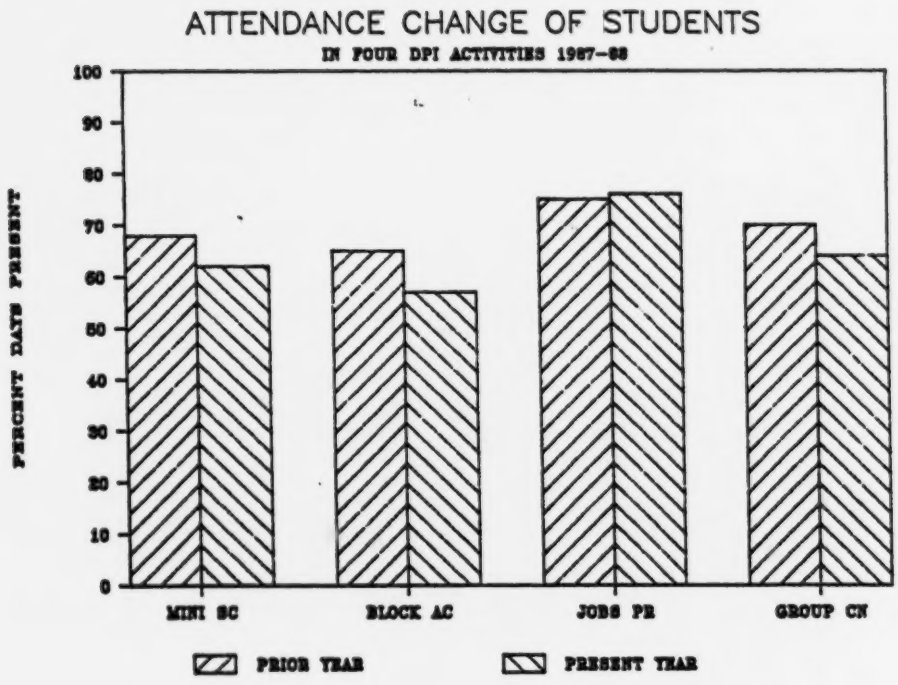

Figure 5

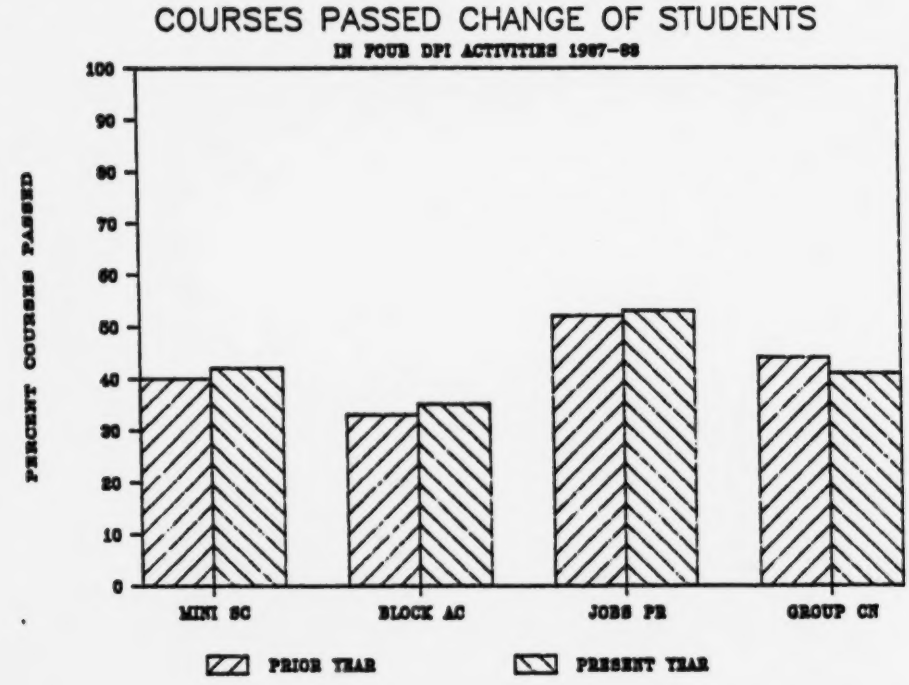

Figure 6

Prior year (1986-87) and present year (1987-88) attendance and courses passed varied for students participating in different activities, for example, mini-school, blocked academic program, part-time jobs program, and group counseling.

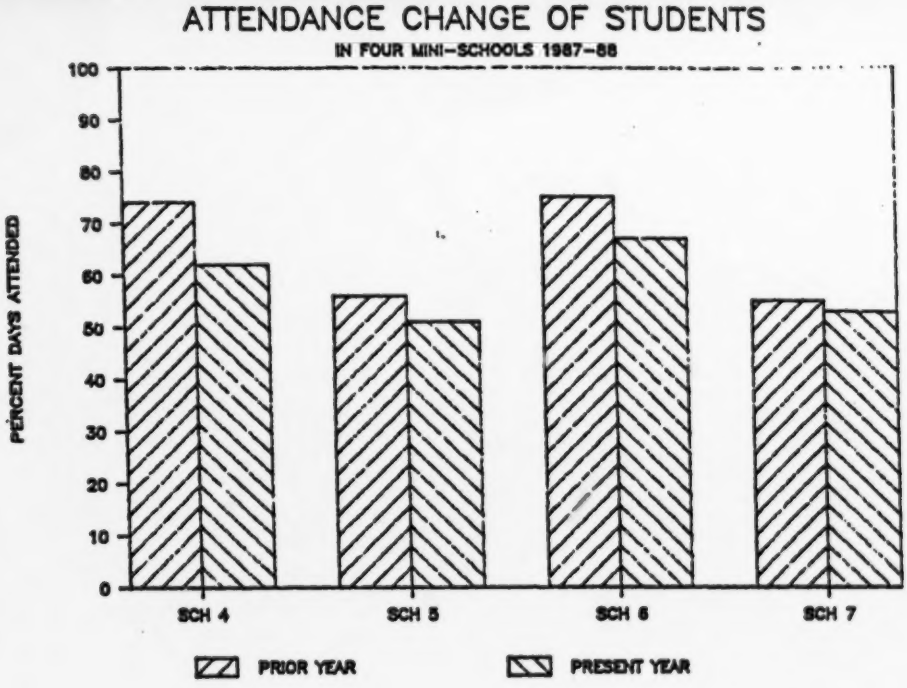

Figure 7

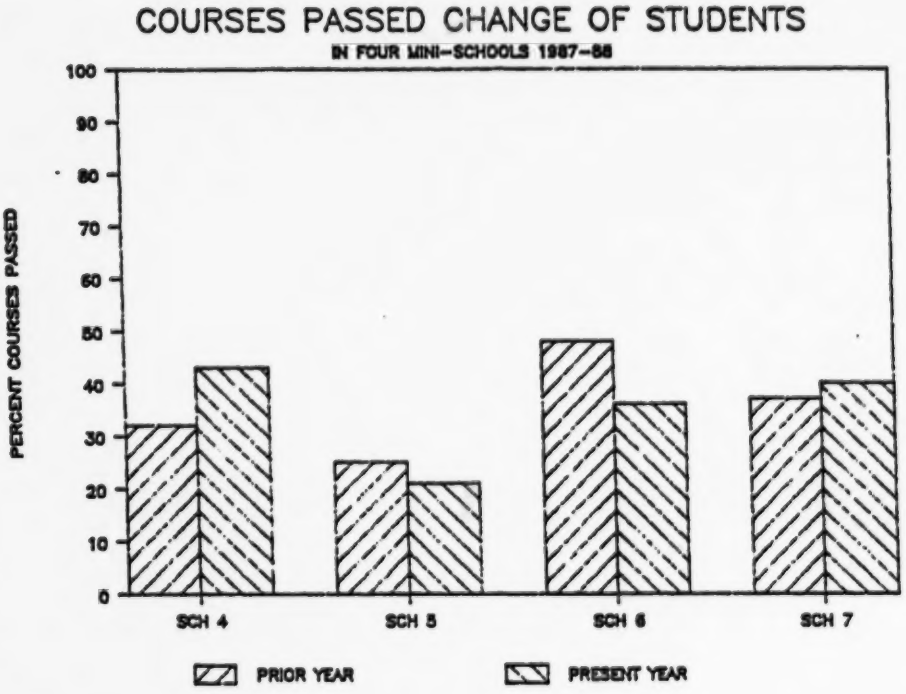

Figure 8

Outcomes for a given activity, in this case mini-school, tended to be different in different schools.

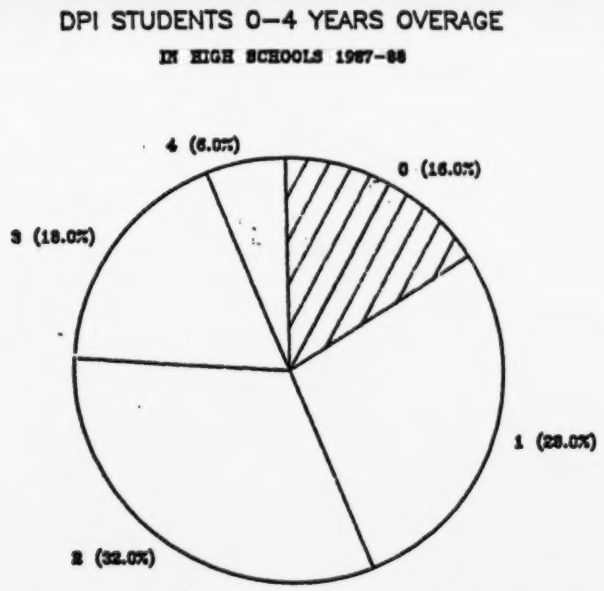

Figure 9

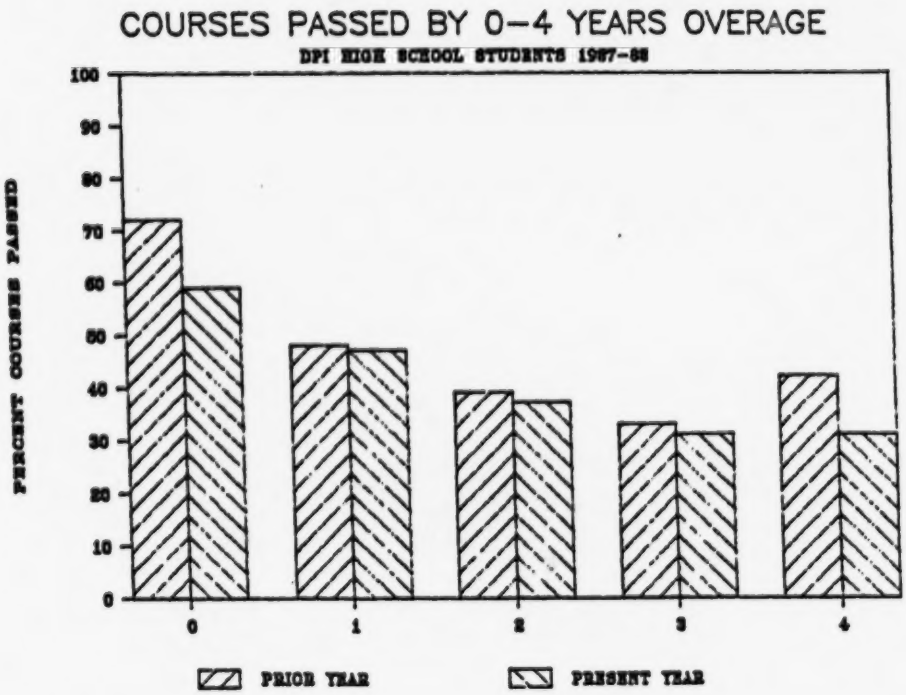

Figure 10

Courses passed rates fell to successively lower levels as students became older for their grade. The greatest losses were incurred by students who were at age for grade, many of whom were entering high school, and students four years overage, for whom high school may have lost all viability.

ENGLISH PROFICIENCY

OF DPI STUDENTS 1987-88

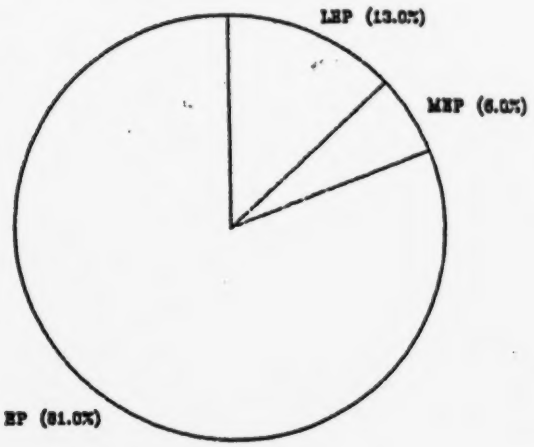

Figure 11

ENGLISH PROFICIENCY OF DPI STUDENTS AND

ATTENDANCE AND COURSES PASSED 1987-88

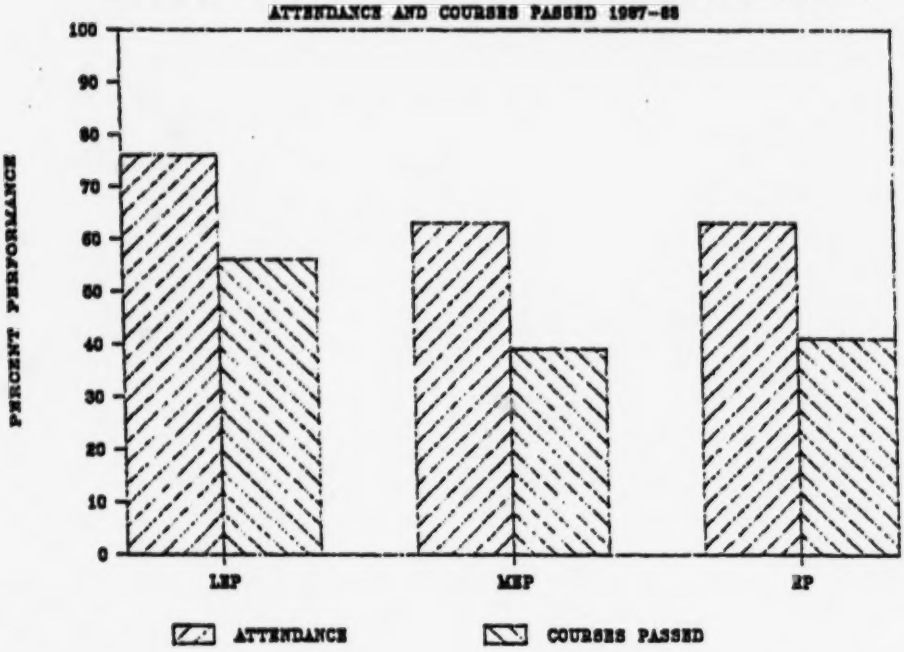

Figure 12

Students with marginal English proficiency (scoring between 21 and 39 on a LAB test, or taking a test in another language) had outcomes more like English proficient students (scoring 40 or above or no test record) than like LEP students (scoring 20 or below on the LAB). The higher attendance as well as courses passed by LEP students suggests that the bilingual or ESL courses they were eligible for engaged them more in school.

ACKNOWLEDGEMENTS

We are grateful for the assistance of many individuals in the preparation of this report. David Rindskopf helped us with difficult statistical decisions. Staff of the Office of Research, Evaluation, and Assessment at the New York City Board of Education assisted us in the collection of data and provided us with computer tapes, not just once but at several points during the year as the evaluation required. The staff of the central office of the High School Dropout Prevention Program were highly cooperative, as were the several individuals at the Board who provided us with budget and expenditure information. The Institute for Urban and Minority Education at Teachers College has provided us with important logistical support. Most of all, we acknowledge the continuing openness with which the school and community-based staff working in the schools, and students themselves, allowed us to observe and interview them; we hope that this report reflects their perspectives and concerns as well as our own.

TABLE OF CONTENTS

Section	Page
PART ONE: PROGRAM DESCRIPTION, FINDINGS, AND RECOMMENDATIONS	
Chapter One: Introduction and Program Background	1
Chapter Two: Characteristics of High School Students Participating in the Dropout Prevention Initiative, 1987-88	13
Chapter Three: Implementation of Program Activities During Year Three	26
Chapter Four: Program Outcomes for High School Students Participating in the Dropout Prevention Initiative, 1987-88	42
Chapter Five: Qualitative Observations and Interpretation	90
Chapter Six: High School Program Costs, 1987-88	120
Chapter Seven: Recommendations	126
Tables and Figures	133ff
PART TWO: SPECIAL STUDIES OF THE HIGH SCHOOL PROGRAM IN YEAR THREE (bound separately)	
Chapter Eight: Early Identification of Dropouts	
Chapter Nine: A Qualitative Assessment of Students' Experiences Over Time, Especially During the Transition from Middle School to High School	
Chapter Ten: The Structuring of Conflict Events in an Urban High School	
Chapter Eleven: High School Reporting of Services to Students in 1987-88: The High School Log	
Chapter Twelve: The Relationship of Ego Identity and Racial Identity among Black Students	
Chapter Thirteen: Blocked Academic Programs in the DPP	
Chapter Fourteen: The Dropout Prevention Initiative Jobs Program: Perceptions of At-Risk Students	
Chapter Fifteen: Case Studies of the DPP Teams in Two High Schools	

LIST OF TABLES

Table	
1-1	High Schools Participating in the Dropout Prevention Initiative, Year Three, 1987-88
1-2	Community-Based Organizations Participating in the Dropout Prevention Initiative, 1987-88
2-1	Students Enrolled in the Dropout Prevention Initiative, 1987-88; Full Program Sample and Evaluation Sample, by School
2-2	Proportion of Students Meeting Program Eligibility Criteria
2-3	Proportion of Students Meeting Multiple Eligibility Criteria
2-4	Characteristics of Program Students
2-5	Characteristics of Evaluation Sample Students, by School
2-6	Characteristics of Students in Community-Based Organization Programs
2-7	Characteristics of Selected Groups of Program Students
3-1	Enrollment in Community-Based Organization Programs
3-2	Proportions of Students Participating in School and/or CBO Activities; Full Program Sample
3-3	Proportions of Students Participating in School and/or CBO Activities; Evaluation Sample
3-4	Proportions of Students Participating in DPI Activities At Any Time During the Year
3-5	Proportions of Students Participating in DPI Activities for Part Year or Full Year
3-6	Proportions of Students Receiving Individual Services At Any Time During the Year
3-7	Proportions of Students Receiving Individual Services for Part Year or Full Year
3-8	Proportions of Students Receiving Multiple Categories of Services
3-9	Proportions of Students Receiving Different Combinations of Grouped Services

List of Tables, continued

Table

3-10 Services Received by Different Types of Students

3-11 Student Participation in Activities Sponsored by Community-Based Organizations

4-1 Targeted Students Who Had Attendance Gains in 1987-88, by School

4-2 Change in Attendance for Targeted Students

4-3 Targeted Students with Previous Course Failures Who Had Gains in Percent of Courses Passed in 1987-88, by School

4-4 All Targeted Students Who Had Gains or Losses in Percent of Courses Passed in 1987-88, by School

4-5 Change in Percent of Courses Passed for Targeted Students

4-6 Credits Earned and Estimated Credits Attempted

4-7 Proportions of Targeted Students Earning 10 or More Credits

4-8 End-of-Year Status of Students Targeted for Services in DPI, 1987-88

4-9 Proportions of Targeted Students in Grades 9 Through 12 Promoted or Graduated and Other Outcomes at End of 1987-88 School Year

4-10 Proportions of Targeted and Not-Targeted/Comparison Attendance-Eligible Students Discharged as Dropouts from High School in 1987-88, by Grade Level and Model in DPI

4-11 Proportions of Students Dropping Out of High School in Different Samples of Targeted and Comparison Students for High School DPI Models and Schools in 1987-88

4-12 Attendance of Students Who Meet Attendance Eligibility Criteria: Comparison of Different Samples

4-13 Percent of Courses Passed by Students Who Meet Attendance Eligibility Criteria: Comparison of Different Samples

4-14 Average Credits Earned in 1987-88 by Students Who Meet Attendance Eligibility Criteria: Comparison of Different Samples

List of Tables, continued

Table

4-15 Change in Attendance Between 1986-87 and 1987-88 for Attendance-Eligible, Not-Incoming Targeted and Comparison Students in Each DPI High School

4-16 Change in Percent of Courses Passed Between 1986-87 and 1987-88 for Attendance-Eligible, Not-Incoming Targeted and Comparison Students in Each DPI High School

4-17 Comparison of Findings from Teachers College Evaluation of 1987-88 DPI and OREA Evaluation of 1987-88 AIDP

4-18 Change in Attendance for Targeted Students Served by Different Combinations of School and CBO

4-19 Change in Percent of Courses Passed for Targeted Students Served by Different Combinations of School and CBO

4-20 Targeted Students Who Improved Attendance in 1987-88, by CBO

4-21 Attendance Change for Students Served and Not Served by Different CBOs

4-22 Targeted Students with Previous Course Failures Who Had Gains in Percent of Courses Passed in 1987-88, by CBO

4-23 Courses Passed Change for Students Served and Not Served by Different CBOs

4-24 Rates of Attendance and Courses Passed for Targeted Students Participating in DPI Activities in Each High School in 1987-88

4-25 Attendance and Courses Passed Outcomes for Students Listed for Various Activities

4-26 Credits Earned in 1987-88 by Targeted Students LIsted for Different Activities in DPI High Schools

4-27 Attendance Change for Students by Major Types of Activities Checked on Dropout Prevention Initiative Rosters

4-28 Courses Passed and Credits by Major Types of Activities Checked on Dropout Prevention Initiative Rosters

4-29 Attendance and Courses Passed Outcomes for Students by combined Total Number of Activities Checked on DPI Rosters

4-30 Attendance and Courses Passed Outcomes for Students with Various Background Characteristics

List of Tables, continued

Table

4-31 Credits Earned in 1987-88, Total Credits Accumulated, and Percent Discharged as Dropout for Targeted Students with Different Characteristics

4-32 Modal and Highest Rate Characteristics of Students Discharged as Dropouts, by High School

4-33 Attendance and Courses Passed Outcomes for Students at Different Levels of Prior and Present Year Absences and Courses Failed

4-34 Outcomes for Students Meeting Various Selection Criteria, DPP (not AIDP) High Schools

4-35 Variance Explained and Standardized Regression Coefficients for Variables Affecting Student Attendance

4-36 Variance Explained and Standardized Regression Coefficients for Variables Affecting Proportion of Courses Passed

4-37 School-Level Attendance Outcomes

4-38 School-Level Changes in Dropout Rate

4-39 School-wide Rates of Suspensions

6-1 Community-Based Organization Budgets

6-2 Program Expenditures, by Cost Category

6-3 School Personnel Expenditures

6-4 Community-Based Organization Expenditures Compared with Budgets

6-5 Total Program Expenditures and Per-Pupil Expenditures

6-6 Community-Based Organization Per-Pupil Costs

6-7 School Rankings on Total Program Expenditures and Student Performance Outcomes

LIST OF FIGURES

Figure

4-1 Activities Associated with More or Fewer Credits Earned in 1987-88 and with Higher or Lower Percent of Change in Courses Passed; DPP Schools

4-2 Activities Associated with More or Fewer Credits Earned in 1987-88 and with Higher or Lower Percent of Change in Courses Passed; AIDP School-with-CBO Model

(the following figures are appended with the Detailed Summary)

1 Attendance Change of DPI Students in Years One to Three

2 Change in Percent of Courses Passed in Years One to Three

3 Attendance Improvement in 1987-88, by School

4 Courses Passed Improvement in 1987-88, by School

5 Attendance Change of Students in Four DPI Activities

6 Courses Passed Change of Students in Four DPI Activities

7 Attendance Change of Students in Four Mini-Schools

8 Courses Passed Change of Students in Four Mini-Schools

9 DPI Students 0-4 Years Overage

10 Courses Passed by 0-4 Years Overage

11 English Proficiency of DPI Students

12 English Proficiency of DPI Students and Attendance and Courses Passed

Chapter One

INTRODUCTION AND PROGRAM BACKGROUND

The 1987-88 school year was the third full year of implementation of the New York City Dropout Prevention Initiative. This evaluation report focuses on the high school programs that were part of the Initiative, and presents data on the characteristics of student participants, the delivery of program services, student experiences in the schools and programs, and outcomes for the Initiative's third year.

Program Background

The Dropout Prevention Initiative was established in 1985 by the New York City Board of Education, the City's Office of Management and Budget, and the Mayor's Office of Youth Services, with over $30 million in special city funding for the first three years of program operation. The Initiative was organized with both a high school and a middle school component. Its primary objective was to support new approaches toward helping the city's public schools retain students who are most at risk of dropping out. To that end, the Initiative has offered middle school students and high school students a variety of services and, at the high school level, has provided support for school-wide change efforts. Further, the Initiative promoted new directions in service delivery by involving community-based organizations (CBOs) in dropout prevention; these organizations were awarded contracts to work on-site in schools, developing services intended to go beyond the traditional offerings of the school itself.

Schools. As in the previous two years, 42 schools were part of the Initiative during 1987-88, including 29 middle schools and 13 high schools. Of the high schools, 10 comprise the Board of Education's High School Dropout Prevention Program (DPP) and 3 are from the state-funded Attendance Improvement/Dropout Prevention Program (AIDP). The programs in the ten DPP schools were under the leadership of Dr. Victor Herbert, then Assistant Superintendent for Dropout Prevention. The AIDP programs in the three additional high schools were administered through the Office of High School Support Services, under the direction of Bernard Wolinez. All of these high schools were initially selected to receive dropout prevention program funding because their dropout rates were above the city-wide average. The high schools in the Initiative are listed in Table 1-1.

Community-Based Organizations. One unique feature of the New York City Dropout Prevention Initiative has been the policy of involving community-based social service organizations (CBOs) in dropout prevention. Community-based agencies often have a

well-established history of community service, providing youth and adult clients with a variety of services, including recreation, counseling, and job training or placement. They often work with clients in a case management style, coordinating different services to address individual needs. Community-based organizations typically employ social workers and other staff who have training and skills that differ from those of school personnel, and their work organization and practices are also different from typical school practices. Thus, they are seen as potentially positive contributors to school-based dropout prevention efforts, by bringing in different skills and community linkages.

Nine different community-based organizations were involved in the high school Dropout Prevention Initiative during 1987-88. Most of the CBO programs were built around counseling and support services for students. Several of the CBOs (especially North West Bronx Clergy and Community Coalition, Federation Employment and Guidance Services, and Grand Street Settlement House) provided job readiness training and/or volunteer or paid work experience opportunities for students. One of the CBOs -- Urban Adventures -- taught students outdoor survival skills, and then took students on Outward Bound-type excursions. Another program, the Project SMART program developed by Victim Services, trained students to be conflict mediators and provided mediation services to students and staff in school. Two CBOs (Aspira and Pius XII) directed their services primarily toward Hispanic students. The largest CBO program was Operation Success, sponsored by Federation Employment and Guidance Services (FEGS). This program was a counseling and work readiness program that included case management services, diagnostic vocational evaluations, opportunities for job skills training in several fields, and placements in educational internships. It was in place in seven schools, and a modified version known as Operation Futures was implemented in one additional school. (Community-based organizations participating in the Dropout Prevention Initiative, and their host schools, are listed in Table 1-2.)

Program models. The Dropout Prevention Initiative was organized to provide intervention services for students deemed at risk of dropping out of school, and to test the effectiveness of program designs which varied along two dimensions -- the types of services given, and the providers of services. Four program models were originally planned at the high school level, and schools were each assigned to a model:

a) pure systemic, in which services and activities would be directed toward general school-wide improvement, and the program would be completely staffed by school personnel (3 DPP high schools);

b) modified systemic, in which some case management services for selected at-risk students would be provided by a community-based organization, but the bulk of

program activities would be directed toward the school as a whole (3 DPP high schools);

c) modified CBO, in which case management services for selected students would be provided by Operation Success, and would be augmented with a moderate amount of funding for systemic services (4 DPP high schools); and

d) pure CBO, in which the dropout prevention program would consist almost entirely of the Operation Success program, with a small amount of funding for school personnel to work with the targeted students, but no funding for general school improvements (3 AIDP high schools).

From the very first months of the Dropout Prevention Initiative, there were two major deviations from these original program designs. First, no school adopted the "pure systemic" model; all high schools contracted with at least one community-based organization to provide activities and services, generally for targeted at-risk students. For this reason, the pure systemic and modified systemic schools have been combined into a single modified systemic model.

Second, the three AIDP schools included in the Initiative did not adopt a true "pure CBO" model. The intent of including these three schools in the Initiative was to increase the number of schools using the Operation Success program and to be able to compare the effectiveness of Operation Success when it was and was not accompanied by systemic school-wide improvements. These three schools received funding mainly for their CBO contract with Operation Success, in contrast to the ten DPP schools, which received school-based and CBO funding, and in contrast to the other 23 AIDP schools, which received a smaller amount of funding for school personnel only. However, despite receiving almost no funding for school-based personnel or activities, these three schools continued to follow the guidelines for the AIDP program. These guidelines stipulated the provision of special instructional services for targeted students, particularly block programming and curricular themes. Targeted students in the AIDP program had more extensive modifications in their instructional day than did most targeted students in the ten DPP schools. Thus, although from a programmatic point of view Operation Success was not accompanied by systemic school-wide change in the AIDP schools (the so-called "pure CBO" model), functionally there was a great deal of change in those schools as experienced by the targeted students. Therefore, the pure CBO model might more accurately be dubbed the "least pure CBO model."

The net result of these program modifications was the implementation of three program designs:

a) a Modified Systemic model, with the bulk of funding used for school-wide improvements and some funds for CBO-

sponsored services (6 DPP schools);

b) a Modified CBO model, with the bulk of funding used for the CBO-sponsored Operation Success program and a moderate amount of funding for school-wide improvements (4 DPP schools); and

c) an AIDP School-with-CBO model, with most funding used for Operation Success, but with a curriculum modification implemented for targeted at-risk students.

It is these three program models that are the focus of the Year Three evaluation.

Program components. The Dropout Prevention Initiative provided for the delivery of a range of services to high school students. These were originally intended to be primarily supportive services. The Initiative assumed that the instructional needs of at-risk students would be met through other school-based resources, and that the goal of the Initiative would be to enable schools to help with problems that sometimes prevent students from participating fully in the regular academic program.

The Chancellor's Special Circular #37 (dated May 8, 1987) presented the Board of Education's guidelines for both the Dropout Prevention Program and the Attendance Improvement/Dropout Prevention Program in 1987-88. Circular #37 described the services that schools were expected to provide for their at-risk students. They were grouped into the following components:

(1) Program Facilitation. Each school would have a facilitator or coordinator to manage the program at the building level. In the three AIDP schools, the program facilitator was a part-time position, in contrast to the full-time position for coordinators in the ten DPP schools. Additionally, in the ten DPP high schools, a "DPP Team" consisting of approximately ten staff members (teachers, guidance counselors, paraprofessionals, and CBO staff) would be involved in planning and overseeing the dropout prevention programs.

(2) Attendance Outreach. Student attendance would be monitored and parental awareness solicited through letters, phone calls, and home visits. Incentives, such as prizes, awards, or special activities, would be provided to encourage attendance improvement.

(3) Guidance and Counseling. Group and individual guidance and counseling services would be provided to students, in addition to those they would normally receive through the school.

(4) Health Services. Diagnostic screening services and

appropriate referrals would be made available to at-risk students, in order to address health or behavioral problems which interfere with successful school performance.

(5) School-Level Linkages. Special attention would be given to students making the transition from middle school to high school. Activities would be designed to promote student familiarity with high school life and to facilitate a smooth passage from one school level to another.

(6) Alternative Educational Programs. High interest educational programs that supplement regular instructional services would be provided to students. These might include peer tutoring and other methods of individualized instruction, extra-curricular activities related to career education, and recreational or cultural activities designed to encourage better attendance and improve achievement.

The program components specified in Circular #37 were those intended for targeted at-risk students. The Circular did not provide guidelines for the systemic, schoolwide improvements that might be instituted in the DPP schools. Generally, those improvements were along the lines of the six components, focusing on attendance monitoring, guidance services, alternative educational programming, and the like, although they were intended more generally for the entire school population. Additionally, in the ten DPP high schools, improved security was seen as an important aspect of dropout prevention and school improvement. Program funding was therefore used to provide services in this area, ranging from the provision of additional security personnel and equipment to the use of conflict mediation services to manage student behavior problems. An automated building entry/attendance system was installed in each of the ten DPP schools under this additional program component.

Students. High school students participated in the Dropout Prevention Initiative, or received services from the Initiative, in two important ways. First, in those schools which undertook some systemic, school-wide changes, all students enrolled in the schools could be thought of as program participants. Second, particular students were selected to receive specific program services, such as job training or placement, individual counseling or case management, or a transitional instructional program. This second group of students most nearly resembled a traditional target population. The evaluation has attempted to assess the impact of the Initiative on both groups of students, but the emphasis rests more heavily on the latter group, those students who were identified as receiving specific program services.

As specified in Circular #37, targeted students had to meet one or more criteria for program eligibility. The primary criteria for program selection concerned prior year or prior semester attendance. Other criteria were also used to select

students for targeted services; these included a history of academic course failure due to excessive cutting, previous participation in a dropout prevention program, or being referred by the principal as "at-risk" for another reason.

During 1987-88, 4781 high school students were identified as DPI program participants. The 31,713 other students enrolled in the 10 DPP schools which implemented schoolwide improvements, in greater or lesser degree, were also affected by the program.

Program Evaluation

On April 1, 1986, the Institute for Urban and Minority Education at Teachers College, Columbia University, began a three-year evaluation of the Dropout Prevention Initiative, under a contract with the Board of Education. As stated in the Request for Proposals for the evaluation contract, the evaluation of the Dropout Prevention Initiative was designed to measure program effectiveness in terms of five general objectives:

a) the effectiveness of the Initiative in improving attendance and reducing dropouts in the schools overall and for targeted students in particular;

b) the relative effectiveness of the different models of service delivery;

c) the relative effectiveness of schools within each model;

d) the appropriateness of specific services for different types of students; and

e) the relative cost effectiveness of each service delivery model.

Six evaluation reports have been published prior to the present volume.[1] These reports have provided analyses of the factors which affect program implementation and service delivery, and have described outcomes of the program, particularly in terms of students' attendance, proportions of courses passed, standardized test scores, and persistence in school.

Regarding the high school Dropout Prevention Initiative, these earlier evaluation reports showed that overall, both the

---

1. They are Interim Report for Year One (July 25, 1986); Final Report for Year One (January 23, 1987); Interim Report for Year Two (September 14, 1987); Final Report on the Middle Schools for Year Two (March 22, 1988); Final Report on the High Schools for Year Two (November 4, 1988); and Final Report on the Middle Schools for Year Three (April 17, 1989). All are available from the Office of Educational Assessment at the New York City Board of Education.

attendance and course performance of program participants continued to decline, even after program intervention. The Year Two evaluation found that over a short time period (one year), program students were somewhat less likely to be discharged from school as dropouts than were non-program students with comparable attendance histories. A more detailed summary of findings from the first two years is provided below.

Evaluation of the Program's Third Year

The intent of the third year evaluation of the high school program was to continue to assess students' and schools' progress in meeting program performance objectives (discussed in Chapter Four below), and to pay special attention to a number of other issues, including the experiences that at-risk students had in program activities or in school generally, the experiences of different types of students, and the implementation and effectiveness of selected program activities.

In order to address each of these issues, a combined quantitative-qualitative methodology was employed in the third year evaluation. Data collection activities included the following:

- interviews with program staff and students;
- observation of program activities;
- questionnaire surveys of staff and students;
- examination of program documents, including program monitoring reports from Board of Education offices; and
- review of statistical profiles of student characteristics, school characteristics, and achievement patterns in each of the high schools, obtained from the central Board.

In addition, the evaluators obtained extensive data files from the Board of Education's centralized student data base, which included information on individual students' background characteristics and academic achievement. Data from all of these sources were subjected to extensive review and analysis.

Following brief summaries of past findings, we turn to a discussion of the characteristics of the students and schools participating in the 1987-88 high school Dropout Prevention Initiative.

Summary of Year One (1985-86) Findings

In its study of the Initiative's first year, the evaluation project reported the following major findings for the high schools:

Facilitation was implemented earliest in the year, followed by attendance outreach, guidance and counseling, security, alternative education, school linkage, and health. The gradual

start-up of services meant that, in effect, many schools had a dropout prevention program in place for much less than the full year.

Unexpectedly, from the standpoint of the program's design, all 13 of the high schools in the Dropout Prevention Initiative worked with at least one CBO. Overall, the relationship between the schools and the CBOs was more positive at the high school level than at the middle school level, reflecting in part the fact that most of the high schools had a say in the selection of the CBOs working with them. Still, serious issues of coordination remained in many of the schools.

Attendance monitoring and outreach tended to be emphasized more by school personnel than by CBO personnel in the high schools.

The dropout prevention programs increased counseling resources in all of the high schools. The CBOs particularly tended to organize their programs around counseling.

Although two schools were exceptions, the high school personnel were generally dissatisfied with linkages between middle schools and high schools. Health was also widely regarded as a weakly-implemented component.

DPI-funded educational alternatives took many forms in the high schools, including curriculum development and teacher training for the regular instructional program, course enrichment activities, reorganization of students and staff into clusters or minischools, reduction of class size, special tutoring programs, transitional programs, job skills development, after-school activities, and classes for credit before or after regular school hours.

The ten DPP high schools took various measures to strengthen school security. These included the installation of an automated entry system, hiring and equipping extra security personnel, and, in a few schools, training guards and students in mediation and conflict resolution techniques.

A total of 6068 students were identified as high school program participants. Overall, the students targeted for the program were highly at risk. Almost one-quarter had been absent more than 80 days in the 1984-85 school year. More than half of the targeted students had failed 5 or more courses during 1984-85, and more than 90% had failed at least two courses.

Between 1984-85 and 1985-86, there was a drop of attendance of 9.1% for the targeted high school students overall. Targeted students passed 4.8% fewer courses during the dropout prevention program than before entering it. The declines in attendance and in proportion of subjects passed were similar to what would be expected in the absence of a program for similarly situated students.

There were substantial differences among schools in attendance and achievement outcomes between 1984-85 and 1985-86. These differences, however, were closely related to differences in students targeted for services in the various schools.

Summary of Year Two (1986-87) Findings

By June, 1987, the implementation of the Dropout Prevention Initiative was found to have reached a stage of routine activity for most of the components in most of the high schools -- "routine" meaning that activity occurred on a regular basis, procedures were set, and staff knew their roles, but also that few major changes were being implemented. This was a substantial development beyond the Initiative's first year, when more activities were in start-up phases. At the same time, relatively few components were being scrutinized within schools for refinement or for larger, more general changes, except during the summer, when high school DPP teams participated in a Summer Institute which focused on program planning for the coming year.

For the most part, the programs experienced staff continuity between the first and second years, and most of the program staff were in place in the high schools by September. The major start-up problem for Year Two concerned the identification of student participants, although this proceeded more smoothly than in the first year. A continued problem was the provision of target lists to the CBOs, the accurate identification of students who had become long-term absentees, who were technically not eligible for the program, and the early identification of at-risk students who would be entering the high schools in the fall term.

Overall, relations between the high schools and their CBOs improved between the program's first and second years. Collaboration was reported to be better in six schools, and to have remained good in three additional schools.

Program facilitation occurred daily from the beginning of the school year in the high schools. Under attendance outreach, twelve of the thirteen high school programs utilized phone calls for monitoring and follow-up; twelve also make home visits, and eleven reported using attendance incentives.

All thirteen high schools offered individual guidance as part of their dropout prevention programs; group guidance occurred in all but one school. The range of guidance services was much narrower in the pure systemic schools (using the original program models) than in the modified systemic and the pure and modified CBO programs. Many of the additional guidance services in these latter models were provided by the CBOs.

At the high school level, health activities varied widely among schools, and the modified systemic model offered the widest range of health services. Health screening was reported in eight

schools, health fairs and individual health education in five, and health-related referrals in four. Several schools were in the process of developing on-site health clinics during the year.

A greater variety of linkage activities was implemented in the high schools in 1986-87 than during the previous year. Most of these activities occurred after January, when new funding and regulations for linkage through the AIDP program were made available.

Alternative education activities in the high schools ranged on a continuum, from activities affecting a student's entire academic program (e.g., a block-scheduled transitional class) to one-day cultural enrichment or recreation activities. Three activities were common to all four high school models: transitional programs for returning truants, job skills training, and before- or after-school clubs. During Year Two, the extent of alternative education activities was substantially increased in the modified CBO high schools (largely through funding for GED teachers and transitional classes), and stayed at essentially the same levels as in Year One in the high schools of the other models.

Under security, five high schools implemented some form of conflict mediation or crisis intervention counseling or training. Two schools used program funds for extra security personnel, and six schools reported using their automated attendance systems as a security device.

The quality and extent of high school program implementation appeared to depend on several key factors. One was the quality of program staff, and especially of the program coordinator and CBO site supervisor. Often, a single good staff person, at any level of the program, could make something happen. However, it was only in the schools where the coordinator or site supervisor was a skilled manager that the dropout prevention program acquired a coherent identify and seemed to have a strong presence in the school. Staff quality, in turn, depended on having adequate training, time, and resources. High school staff had a number of opportunities for individual and group training, through on-site team meetings, periodic coordinators' meetings, on-site technical assistance from central program staff, and an annual retreat and summer planning institute (both for the ten DPP schools only).

A second key factor affecting implementation was a school's overall commitment to dropout prevention and school improvement. In the DPI high schools, there were both instances of schools using the program to support major structural and programmatic changes, as well as instances of schools adopting the program but not really capitalizing on it. This in turn was related to staff quality, the ways personnel throughout a school were involved in the program, and a school's ability to generate and use information about performance at the school level as well as the level of the individual student.

Finally, cooperative staff relations, and the active involvement of the principal, also affected program quality. When a staff did not work well together, or when the principal withheld his or her support for the dropout prevention program, new ideas were harder to implement and program activities often lacked a sense of comprehensive impact.

Observations in the schools concluded that overall the components of the Dropout Prevention Initiative were being implemented as intended. However, the evaluators increasingly questioned whether services were sufficiently comprehensive for individual students, or how much the services affected students' total experience in school.

During 1986-87, the Dropout Prevention Initiative served 3348 students in the ten high schools of the Dropout Prevention Program and 201 students in the three high schools of the Attendance Improvement/Dropout Prevention Program. These students represented less than a third of all students who were eligible for the program on the basis of their prior year attendance.

The average prior year attendance rate for program students was 71%. Program students had passed on average only 45% of their courses the prior year, and nearly half had not been promoted to the next grade after the 1985-86 school year.

The average attendance of program students in 1986-87 was six to eleven percentage points lower than it had been in 1985-86 (-6% to -11%). (A range is reported because schools differed according to whether students who had been discharged were included in the year-end calculations of program outcomes.) These declines were comparable to declines found for control group students. One-third of the program students improved their attendance over their 1985-86 attendance, but this outcome fell short of the projected goal of 50%.

The average proportion of courses passed by program students fell to 42% in 1986-87, for an average decline of seven percent (-7%). Available data suggested a similar outcome for control group students, although the results were not conclusive. Forty-three percent of the program students *who had had prior course failures* improved their course performance in 1986-87.

Fifteen percent of the program students were discharged as dropouts during the 1986-87 school year. Program students were less likely to be discharged as dropouts during the 1986-87 school year than were students who met the program's attendance eligibility requirement but who were not enrolled in the program.

In terms of school-wide outcomes, eight of the thirteen high schools showed a decrease in the proportion of their students who were long-term absentees in 1986-87. Dropout discharges declined in eight schools. The frequency of suspensions for aggression

against other students declined dramatically in six schools, five of which had a CBO-sponsored conflict mediation program. All but one school showed decreases in the number of serious incidents.

Chapter Two

CHARACTERISTICS OF HIGH SCHOOL STUDENTS PARTICIPATING IN THE DROPOUT PREVENTION INITIATIVE, 1987-88

This chapter presents a brief description of the students who participated in the Dropout Prevention Initiative during the program's third year, 1987-88. In a later chapter, we will discuss the relationships between students' background characteristics and their program outcomes, especially attendance and course performance. The present chapter sets the stage for that analysis, by describing the characteristics of program students as a whole, and then the characteristics of five types of students who pose special challenges for dropout prevention and school improvement: male students, students with limited English proficiency, students who are new to the high school, overage students, and those who recently failed a grade level.

Selection of Students for Program Participation

In the fall of 1987, program coordinators or facilitators in each of the thirteen high schools were asked to compile a list of those students who were enrolled as program participants in the Dropout Prevention Initiative for 1987-88. Students were to be considered program participants if: a) they were targeted by the school or a CBO to receive special, identifiable services through the Dropout Prevention Initiative, or b) their progress in school was *intensively monitored* by the dropout prevention program. The second criterion applied especially to schools in the modified systemic program model; these schools might have had large numbers of students who were affected by one or another of the schoolwide program activities (such as a P.M. school), but relatively few students whom the program deliberately kept track of. Site supervisors for the CBOs were also asked to make a list of all of the students whom they had enrolled in their programs. Each school and CBO program had an approximate target number of students they were expected to work with; for the CBOs, this number was part of their contractual agreement with the Board of Education. The list of program participants was updated throughout the year, although the expectation was that seventy-five percent of targeted students would be identified by November.

A total of 4781 students were identified by school and CBO personnel as having been part of the Dropout Prevention Initiative in 1987-88. The ten DPP schools listed a total of 3463 students on their program rosters, and the three AIDP schools listed 1318 students (Table 2-1).

From the names of students enrolled in the program by about November 30, 1989, Teachers College selected a random sample of approximately 150 students per school. This "evaluation sample" was developed in order to reduce the burden of data collection

for some of the schools with large program enrollments. Information from central Board of Education data files was obtained for all program students, but information on background characteristics, program services, and outcomes that had to be hand-coded at the schools was obtained only for the evaluation sample. Unless otherwise noted, the statistical analyses described in this report pertain to the evaluation sample. A total of 1885 students were included in the evaluation sample, 1435 from the ten DPP schools and 450 from the three AIDP schools (Table 2-1).

It should be noted that a number of DPP schools implemented program activities or services that involved more students than were named on any program list. Such activities or services included after-school clubs open to all students, or special academic classes either before, during, or after school. One school repeatedly claimed that all of its students were program participants, since its dropout prevention program was part of a major school reorganization. Program personnel were instructed to include on their enrollment lists all students who received "intensive monitoring" or who were expressly targeted for program services, but in several cases, staff had to make relatively arbitrary decisions about which students would be put on the official program lists. Further, some program services did not lend themselves at all to keeping a list of participants. Schools which used program funds for smaller class sizes, new curricula, additional attendance outreach workers or guidance counselors, or attendance incentive contests and awards could not possibly create lists of all students who benefited from these program components. This was especially true for the modified systemic schools. Thus, it is likely that in some schools, the use of program enrollment lists for the Dropout Prevention Initiative has resulted in only an approximate measure of either the size or nature of the true program population, and of the true effects of the program. To address this problem, at least in part, in Chapter 4 we will present evidence about the impact of the program on at-risk students not listed on the program rosters in the modified systemic schools and in other sets of schools.

We also reiterate that the evaluation sample was selected from the lists of students enrolled in the program during the fall semester. Most of our analyses therefore do not examine the descriptive characteristics or outcomes for students who were first enrolled in the Year Three program during the spring term. Theoretically, such students might be quite different from fall enrollees: perhaps their prior year attendance and academic performance had been satisfactory but they had experienced declines for one reason or another during the fall term; or perhaps such students were late in being identified for the program. In any case, further analysis would be required to understand fully the effects of the program on spring enrollees.

Reasons for Program Enrollment

The Chancellor's Circular #37 listed the criteria by which students could be selected to participate in the Dropout Prevention Initiative. Most criteria pertained to prior year attendance patterns, although students could also be enrolled in the program because they had failed three or more courses due to excessive cutting, because they had been eligible for program services in the past, or because they were considered "at-risk" by the principal for some other reason.

When they enrolled students in the Dropout Prevention Initiative, program coordinators and CBO site supervisors in the DPP schools were instructed to identify *all* selection criteria which they knew applied to each student. Thus, selection criteria data can be used to assess whether DPP students had multiple risk characteristics. Facilitators in the AIDP schools, on the other hand, were asked to identify only one criterion for each student, so the AIDP data cannot be used for the same purpose. (In School 2, an AIDP school, 104 out of the 150 students in the evaluation sample had six selection criteria recorded, while nearly all students in the remaining two AIDP schools had only one selection criterion listed, thus further complicating the meaning of the data for the AIDP schools.) We will therefore only discuss the selection criteria data for DPP students, although data on both AIDP and DPP students are included in Table 2-2, which shows the proportion of evaluation sample students who were listed as meeting each of the program eligibility criteria.

Over forty percent of the DPP students met the criteria of 40 or more absences the prior year; forty-six percent of the students had had 20 or more absences the prior spring. Almost half (49%) of the students met at least one of these attendance-related criteria; 36% met both. Almost forty percent were listed as having failed three or more courses the prior year due to excessive cutting. Six percent of the enrolled students had been long-term absentees in 1986-87 but were attending school in the fall of 1987. Four percent of the students were referred by the principal as being "at risk," and no students were enrolled because of special education status (although six percent of the students were in special education classes).

Of the 239 students who were listed as enrolled in the program because they "did participate or could have participated in the program last year but are no longer eligible due to improved attendance," 96 were nevertheless also listed as having had either 40+ prior year or 20+ prior term absences, and 81 were also listed as having failed three or more courses due to cutting. In other words, these students were actually still eligible for the program.

Of the students in the DPP evaluation sample, 27% were listed as having met one selection criterion, 24% met two, 20% met three, and 6% met four or more criteria (Table 2-3). Twenty-

four percent were not coded as "yes" on any of the selection criteria. Most of the doubling up of selection criteria occurred when students met more than one of the attendance-related criteria. However, thirty percent, or 427, of the students were listed as having failed three or more courses due to excessive cutting *and* having had either 40+ prior year or 20+ prior term absences.

Student Background Characteristics

Sex. The 1885 evaluation sample students were about evenly divided by gender: 51.1% were male and 48.9% were female.

Grade level. Students participating in the Dropout Prevention Initiative were distributed among grade levels as shown in Table 2-4. Over three-quarters (77%) of the targeted high school students were in the ninth or tenth grades. School 10 enrolled the largest proportion of ninth graders in the program, 93%, and the smallest proportion of tenth graders, 4%. School 7 enrolled the fewest ninth graders, 8%, and the greatest proportion of tenth graders, 64%.

Just over 6% of the students were reported to be in special education. Since Board of Education records indicated that 9.3% of all students enrolled in the thirteen schools were in special education programs, special education students were somewhat under-represented among the DPI target population.

A total of 16% of the students were new to the high school (or "incoming students") in 1987-88. Only about a quarter (23%) of the ninth graders were new to the high schools that year; the rest were previous high school students who did not advance to the tenth grade. Fourteen percent of the tenth grade students were new high school students; the remainder had been in high school the previous year, either in the ninth or tenth grade.

Over sixty percent of the program students had not been promoted to a higher grade at the end of the 1986-87 school year. The schools with the highest proportion of students who were repeating a grade level were School 4 (96%), School 10 (81%), and School 3 (80%). Eighty percent of the ninth graders in the program during 1987-88 were repeating the ninth grade (including 9% of the students who were new to the high school), and fifty-one percent of the tenth graders were repeating that grade level.

Student age and being overage for grade level. Student age was calculated by subtracting the year of a student's birth from 1987, the beginning date of the current school year. The ages of high school students in the DPP evaluation sample ranged from 13 to 21 years, as shown in Table 2-4.

Almost eight percent of the 1885 students in the evaluation

sample were older than 18 -- in other words, beyond the expected age of high school completion. Indeed, 85% of the evaluation sample students were at least one year older than the expected age for their grade level, and 58% of the students were at least two years overage for grade. This was most pronounced for ninth graders, where 66 percent were 2 or more years overage. Fifty-four percent of the tenth graders, forty-six percent of the eleventh graders, and thirty-three percent of the twelfth graders were also two or more years overage. The drop in percentage of overage students in the higher grades suggests that students who become overage for grade level are less likely to advance to the eleventh or twelfth grades, much less to graduation.

Language proficiency. Just under eleven percent of the students in the evaluation sample were identified as "limited-English proficient," on the basis of having scored below the twenty-first percentile on the Language Assessment Battery (LAB) or being coded as limited-English proficient on the Board of Education's central data files. According to Board of Education figures, 15.9% of all the students in the thirteen DPI high schools were classified as being LEP (on the basis of LAB scores alone); thus, limited-English proficient students were somewhat underrepresented in the program sample.

An additional five percent of the students could be considered "marginally English proficient," by virtue of having scored between the twentieth and fortieth percentiles on the LAB or having taken a standardized achievement test in an alternate language within the previous two years. However, students' responses to questions about language use on a survey administered by the evaluation project in 1986-87 suggest that the true proportion of program students who are marginally English proficient might be higher. Board of Education data files may underestimate the true numbers of marginally English proficient students because not all such students are given the Language Assessment Battery or another relevant test.

Prior year attendance. Overall, high school students in the Dropout Prevention Initiative had low rates of attendance during the prior school year (1986-87). The average proportion of prior year days present was 69%, the equivalent of 124 days present and 56 days absent. Average prior year attendance rates were almost identical for DPP and AIDP students, and ranged from 58% in School 10 to 78% in School 13.

There were fairly strong grade-level differences in prior attendance for the evaluation sample students, as follows:

9th graders:	63%
10th graders:	70%
11th graders:	81%
12th graders:	85%
Special Ed:	69%

Student attendance appears to be better in the higher grades largely because those students with poor attendance have either dropped out of school or have remained in the lower grade levels as long-term absentees while their age cohort has advanced.

Students were distributed across categories of prior year absences as follows. Twenty-three percent of the evaluation sample students had relatively good attendance in 1986-87 (the prior year), with fewer than 20 absences. Twenty-five percent of the students had 20-40 absences the prior year, and 29% had 41-74 absences the prior year. Twenty-three percent of the students in the evaluation sample had 75-180 absences in 1985-86. (The proportion of students in this high-absence category had been 24% in the program's first year, but only 12% in the second year -- possibly because program rosters were cleared of low-performing students in Year Two.)

Prior year courses passed and failed. The overall average proportion of courses passed by evaluation sample students during 1986-87 (the prior year) was 44%. That is, students in the 1986-87 Dropout Prevention Initiative passed just under half of their courses the prior year.

The distribution of students in categories of prior proportion of courses failed was as follows. Nine percent of the students had failed no courses in 1986-87. Twenty-four percent failed 1-39% of their prior year courses, or up to four courses in a program of ten courses over the year. Nineteen percent of the students failed between 40% and 59% of their courses, and another seventeen percent failed 60-79% of their courses. Thirty-one percent of the program students failed 80% or more of their courses during the previous school year.

As with attendance, there were grade-level differences in the proportion of prior courses passed, as shown below:

9th graders:	31%
10th graders:	49%
11th graders:	61%
12th graders:	76%
Special Ed:	48%

The low proportion of courses passed by ninth graders is accounted for largely by repeat ninth graders. The 111 incoming ninth graders (i.e., students new to the high school in 1987-88) had passed an average of 62% of their prior year courses. The 560 repeat ninth graders had passed only 25% percent of their prior year courses.

There were strong relations between prior year attendance and prior year proportion of courses failed. For example, the students who had failed relatively few (1-39%) of their prior year courses had an average prior year attendance rate of 83%,

while students failing most (80-100%) of their prior year courses had an average prior attendance rate of only 51%. Similarly, students with high prior attendance (fewer than 20 days absent) passed 71% of their prior year courses, while students with 75-180 absences passed only 25%.

Student Background Differences Across Models

There were few major differences between the background characteristics of evaluation sample students in the DPP and AIDP programs for Year Three (see Table 2-4). Among the program students in the three AIDP schools, there was a slightly higher proportion of male students, students tended to be slightly older, and a somewhat greater number of students were overage for their grade level. Fewer ninth graders were enrolled in the AIDP program compared to the DPP schools, although the proportion of incoming students was similar at about sixteen percent. More AIDP students than DPP students had failed their grade in 1986-87 (the year prior to program participation), even though the average proportion of prior year courses passed was about the same for both DPP and AIDP. Average prior year attendance rates were identical for both programs.

Student Background Characteristics Across Schools

Table 2-5 shows the proportion of evaluation sample students in each of the thirteen high schools who fell into several descriptive categories. The range in values for each of the categories is striking: clearly the thirteen schools were targeting services to very different cohorts of students.

In School 11, for example, a full third of the program students were new to the high school in 1986-87. In Schools 4, 5, and 13, on the other hand, fewer than ten percent of the program students were new to the high school. Schools 3, 4, and 10 served a large proportion of students who had been retained in grade level after the 1986-87 school year, including large proportions of students held back in the ninth grade.

Schools 6 and 13 served the largest proportion of limited-English proficient students -- over a third of the program roster in School 6 were LEP, as were a quarter in School 13. According to figures from the Board of Education, these schools also had the largest proportion of LEP students enrolled in the school overall (31% and 34%, respectively). Several schools enrolled a much smaller proportion of LEP students in their dropout prevention program than the proportion of LEP students in the school overall. These include School 3 (1% in program, 10% in school), School 4 (1% in program, 17% in school), School 5 (6% in program, 22% in school), and School 10 (14% in program, 22% in school). In all three schools in the AIDP school-with-CBO model, fewer than three percent of the program students were limited-English proficient; this was the only consistent model-level

trend for the student characteristics shown in Table 2-5.

Average prior year attendance rates for program students ranged from 58% in School 10 to 78% in School 13. The average rate of prior year courses passed was quite low in all schools, ranging from just 31% in School 12 to 56% in School 1.

The variation among schools on the characteristics shown in Table 2-5 suggests that the different schools needed to implement different strategies for working with their program students. It also suggests that results for one school cannot be compared to the other schools without taking account of student characteristics, since each school was starting out with a unique student population.

Characteristics of Students in the Community-Based Organization Programs

In each high school in the Dropout Prevention Initiative, a proportion of targeted students was enrolled in a community-based organization program. Table 2-6 shows the average prior year attendance and courses passed rates for CBO students, along with the proportion of students in CBO programs who were new to the high school, had failed their grade level the previous year, were limited-English proficient, and/or were two or more years overage for their grade level.

Characteristics of Selected Groups of Students

There are several groups of students who are sometimes considered to be at increased risk for academic failure or dropout. These include male students, students with limited proficiency in the English language, students who are making the transition from middle school to high school, students who are overage for grade level, and students who were not promoted from one grade to the next in the most recently completed school year. In this section, we discuss the characteristics of these groups of students within the Dropout Prevention Initiative program population (data are presented in Table 2-7). The objective is to identify not only the main characteristic that puts these students at risk, but also to examine whether students within these risk categories are also at risk on the basis of other factors. These discussions are not meant to be generalizable to all students in such categories (since the Dropout Prevention Initiative did not take a random selection of, for example, all overage students in a school), but describe just those students who were enrolled in the Dropout Prevention Initiative.

Male students. Among the students in the DPI evaluation sample, males were slightly more likely than females to be overage for grade. Their attendance patterns were slightly better than that for females: 53% of the males had fewer than 40

absences the prior year, compared to 46% of the females, and the average prior year attendance rate for male students was 70%, compared to 68% for female students. However, males had lower performance in prior year courses than the females did, passing only 40% of their prior year courses, compared to 47% for the females. More male students (66%) had failed their grade level the prior year than had female students (59%). These descriptions may be reflecting trends begun in elementary and middle school, when male students' behavior, and teachers' reactions to it, often results in lower class grades for males than for females, even when males and females have comparable attendance rates.

This focus on male students is not to discount the fact that female students also have special needs. A large proportion of female students were overage for grade, and neither the course performance nor attendance rates for females were at optimal levels. High rates of teenage pregnancy mean that many female high school students face additional challenges which affect their performance in school, although this particular issue is beyond the scope of the present evaluation. However, while the needs of both male and female students need to be considered, it appears that male students in the DPI were slightly more at risk.

Students with limited proficiency in English. One might expect students with limited English language skills to have difficulty in high school, first of all because their language comprehension may affect their overall ability to participate fully (and be accepted) in school, and second because limited English language skills may reflect a low level of acculturation or recent arrival to the country, which itself is associated with special problems. On the other hand, the availability of special instructional services for bilingual students might mean that limited-English proficient students already have ample opportunities to obtain assistance in school. In this case, one might expect limited-English proficient students to have performance levels that are comparable to English-proficient students.

The limited-English proficient (LEP) students who were enrolled in the Dropout Prevention Initiative were distributed more evenly across grade levels than were English-proficient students, suggesting that some 11th and 12th graders were enrolled in the program precisely because their language abilities placed them at risk. The limited-English proficient students had considerably better prior year attendance and course performance than did English-proficient students, so that on the basis of these indicators, the LEP students were less at risk. Fewer LEP than non-LEP students had failed their grade level in 1986-87, but the two groups had similar proportions of overage students. On the whole, there was little evidence to suggest that limited-English proficient students were at risk for any reason other than possible language-related complications, and some reason to believe that these students had been helped with

the special services available to them, although this was impossible to verify with the data available to the evaluation.

As described in an earlier section, we identified a third group of students who had "marginal proficiency in English," by virtue of having a moderately low score on the language assessment examination or having taken a standardized achievement test in a language other than English. While these students were less at risk due specifically to language ability, they appeared to be more at risk in terms of other characteristics. There were more male students among this group than among either the LEP or non-LEP students. The students with marginal-English proficiency had slightly better prior attendance patterns than did the non-LEP students; for example, there were almost ten percent fewer students with 75-180 prior year absences. However, the prior attendance patterns of these students were considerably lower than for the Board-identified limited-English proficient students. The same patterns held for prior year course performance. More marginal-English proficient students failed only 1-39% of their prior year courses, and fewer failed all of their prior year courses, than did non-LEP students, but again the course performance of the marginal-proficient students was lower than than for the Board-identified LEP students.

These data suggest that although limited-English proficient students merit special consideration because of their language abilities, students with slightly higher proficiency in English are not without risk. In fact, such students may slip through the cracks of traditional school offerings because they are not eligible for bilingual instructional services, and therefore be even more in need of special attention than LEP students.

Students new to the high school. Approximately sixteen percent of the students in the DPI evaluation sample were identified as "incoming" students -- students new to the high schools in 1987-88. Sixty-eight percent of the new high school students entered as ninth graders, and twenty-six percent entered as tenth graders (six percent were in special education classes). The average prior year attendance for new high school students was identical to that of previous high school students, 69%. New high school students had passed an average of 61% of their prior year courses, compared to a passing rate of 48% for previous high school students. These favorable statistics are not surprising, given the fact that incoming students supposedly had to pass their last year in middle school in order to be admitted to high school. But beneath the group averages lie some important variations. For example, nearly a fifth (17.9%) of the incoming students had been absent more than 75 days the prior year. And, although 26% of the incoming high school students had had no course failures the previous year, a nearly equal number had failed over three-fifths of their prior year courses. Perhaps most troubling of all, over 70% of the new high school students were one or more year overage for grade before they entered high school.

Overall, the incoming high school students arrived with some educational deficits and faced a year that is considered to be quite stressful, with a new and larger school environment, different types of courses and standards for performance, and new social relationships among both students and teachers.

Students overage for grade level. Being overage for grade obviously implies having been held back in school for at least one year, at any point from elementary school and beyond. Although many seemingly reasonable rationales are offered in defense of grade retention (e.g., it gives students the opportunity to master material, it ensures that students will be qualified to handle work at the higher grade level), a growing body of research points to the negative effects of retention on achievement and persistence in school.

Fully 85% of the evaluation sample students were overage for their grade level. Fourteen percent of these overage students were new to the high schools in 1987-88; the remaining 86% had been high school students the previous year. Most of the overage students were enrolled in the ninth or tenth grade during 1987-88. While 31% of the not-overage students were enrolled in the ninth grade, 45% of the students one year overage for grade were in the ninth grade, as were 52% of the students two years overage, 59% of those three years overage, and fully 69% of those four or more years overage for grade level. Getting through ninth grade is clearly a major hurdle for students.

The prior year attendance rate for all overage students was 67%. Breaking the group into students who were one, two, three, or four years overage for grade, the prior year attendance rate showed an overall decline for each successive level of overage. Students one year overage had average prior attendance of 72%, compared to 67% for students four years overage (this latter figure was a slight increase over the rate for students three years overage).

The same pattern held for courses passed. The prior year courses passed rate for all overage students was 39%. Students one year overage had passed 49% of their prior year courses, compared to 36% for students four years overage.

Predictably, the more years overage for grade level students were, the more likely were they to have been retained in grade level the previous year and to have been high school students the previous year. Students who were three and four years overage, then, were typically students who had already been in high school for a while and who had not experienced much recent success there.

Students who were retained in grade level after 1986-87. One might expect students who had not been promoted the previous

year to be at increased risk, having just experienced a year that was probably filled with frustration and failure. Sixty-two percent of the evaluation sample students had not moved to a higher grade level after 1986-87. Most of the retained students were in the ninth (63%) or tenth (28%) grade.

As would be expected, the prior year courses passed rate for the retained students was much lower, 31%, than for students who passed, 64%. Prior year attendance patterns were similar: 77% for students who had passed and only 64% for students who were retained.

There were slightly fewer limited-English proficient students among the group retained in grade level (8%) compared to students who were promoted (12%). The two groups had about five percent of marginally-English proficient students.

Conclusion

On the whole, as in previous years, the 1987-88 Dropout Prevention Initiative enrolled a student population with low levels of success in school. During the year prior to the program year under study, program students had been in school on average just over two-thirds of the time, and were passing fewer than half of their classes.

This chapter has described some background characteristics and prior year performance indicators for several types of students. It is clear that many students are at risk along several dimensions, including having histories of low attendance and courses passed, being overage, or having limited proficiency in English. We cannot ascertain from the data available exactly why students manifest such risk indicators; the causes may include prior experiences in school, as well as personality characteristics or circumstances at home or in the community. Most likely, many of these factors are interrelated and need to be considered together in fashioning appropriate remedies.

While this analysis has been couched in terms of "student characteristics," it might equally be read in terms of "school characteristics." For example, the schools which these students attend can be characterized as failing to promote many students, so that substantial numbers of students are held in grade, and so forth. This perspective underscores the likelihood that both school and student factors are involved in the characteristics of students targeted for DPI participation.

Special note should be made of the finding that only 16% of the program students were new high school students in 1987-88. Although forty-six percent of the program students were ninth graders, eighty percent of these ninth graders were holdover ninth graders. The mechanisms that would allow the early identification of at-risk incoming students are not well enough established: there is little information shared between middle

schools and high schools, the list of students assigned to a high school as of late spring often bears little resemblance to the students who actually arrive in September, and New York City high schools commonly have a large number of students who enroll "over the counter," with no advance notice, in the fall term. However, in light of the fact that the first year in high school proves to be problematic for many students, evidenced in part by the high failure rate for ninth graders, a careful assessment of how dropout prevention programs can assist students in their early high school experience is needed.

Chapter Three

IMPLEMENTATION OF PROGRAM ACTIVITIES DURING YEAR THREE

Introduction

In the evaluation reports for Years One and Two of the Dropout Prevention Initiative, there were extensive discussions about the process of program implementation. These earlier reports described the range and nature of the different program activities in the thirteen high schools and the forces that supported or impeded their implementation, including staffing issues, administrative support, and budgetary considerations. In this report, we take a rather different approach toward the assessment of program implementation. First, we will briefly describe the types of activities that were part of the Dropout Prevention Initiative during 1987-88, and will summarize those activities sponsored by the community-based organizations. The intent of this section is to give the reader a more concrete picture of what was occurring through the program. Next, we will present data on the services received by individual students. Although the data are not without their problems, this section will provide a look at the contours of the Initiative from the perspective of individual students, students grouped in various risk categories (such as incoming high school students), and students enrolled in the various schools. Finally, this overview of student participation in activities will be supplemented by later sections of the report, in which we will examine in more depth a few selected program services and activities. It is our firm belief, after three years of observing the Dropout Prevention Initiative, that the key to understanding and improving the program lies as much in a fine-grained assessment of individual program activities as it does in an assessment of how activities were combined into an overall program.

Program Components

As in previous years, the high school Dropout Prevention Initiative was expected to provide services in seven general areas: program facilitation, attendance monitoring and outreach, guidance and counseling, health services, school level linkages, alternative educational programming, and, for the ten DPP schools, school security. Guidelines for Year Three were summarized in Chancellor's Circular #37, with only a few changes from the previous year. Those changes were the following:

a) a full staff position would be funded for program facilitation in the AIDP schools, and each high school could decide how to use that position;

b) greater parental involvement in the program would be stressed;

c) school-level linkage activities would begin in the fall semester, not the spring semester;

d) alternative educational programming must include transitional services for students returning to school after absences, lower student/adult ratios than in regular instructional classes, and the use of peer mentors; and

e) each student's instructional needs must be assessed to ensure appropriate programming.

In the Year Two evaluation report, it was concluded that by the end of the 1986-87 school year, the program had reached a stage of routine activity for most of the components at the high school level -- "routine" meaning that activity occurred on a regular basis, procedures were set, and staff were largely in place and knew their roles. This relative stability was generally true of Year Three as well. Some advances took place as program coordinators or facilitators from the different schools shared ideas and began activities that had seemed to work in other schools, or as schools integrated the Dropout Prevention Initiative with other school improvement projects. Some reversals occurred, especially in cases where staff vacancies could not be filled or budgetary constraints arose. Overall, some schools demonstrated an increased commitment to the program and a capacity for change, while other schools were more inert. Similarly, working relations between the schools and community-based organizations improved in some cases, while in others there continued to be difficulty in negotiating common ground.

We now turn to a brief description of the kinds of activities that were implemented under each of the seven program components.

Program Facilitation. As in the previous two years, each DPP high school had a full-time program coordinator, generally a teacher or guidance counselor who was released from their regular assignment to coordinate the program (AIDP program facilitators were full-time beginning in the third year of the program). Nine of the DPP coordinators had held the position in Year Two as well; the tenth coordinator was on sabbatical during 1987-88 and was replaced by a member of the DPP team from her school. All three AIDP facilitators were returning from Year Two. The DPP coordinators continued to meet biweekly to share ideas and plan joint programs, ranging from trips for students to a citywide conference about the Dropout Prevention Program. The AIDP facilitators met with facilitators from the other 23 AIDP schools.

There were two additional aspects of program facilitation at the school level for the ten DPP high schools. First, each DPP high school had a school-based planning team, generally composed of about ten staff members (teachers, guidance counselors, assistant principals, and paraprofessionals). These teams met

periodically during the school year, and also participated in the Summer Institute -- a three-week session for program review and planning held in July.

Second, during 1987-88, many of the DPP schools attempted to implement a case conferencing component. The program coordinator would assemble a team of teachers and other staff to discuss selected individual student cases. Some schools had case conferences weekly, others less frequently. Although staff reported that these conferences were illuminating, it was commonly felt that because only a few student cases could be discussed thoroughly, the conferences were only making a small contribution toward the need for increased awareness of individual student cases.

Attendance Monitoring and Outreach. Under this component, programs were charged to keep track of students' attendance patterns and intervene when called for. Several of the DPP schools, especially those in the modified systemic program model, used program funds to hire family workers and other outreach workers to make phone calls or home visits when student attendance fell below an acceptable level. The AIDP program also provided a family worker to each school. Generally, these additional staff members did not target their efforts to the students on the program rosters, but worked with all students in a school. In some schools, attendance-related efforts were directed more toward locating long-term absentees or previously discharged students than toward students with less severe attendance problems. In the former case, staff would often offer advice about GED or other alternative placements to students when these alternatives seemed more realistic than did returning to school, e.g., for eighteen- or nineteen-year old students with few credits accumulated. (These activities will be discussed more fully in the forthcoming longitudinal report.)

Most of the community-based organization programs kept track of the attendance of their students, although this was often done on less than a daily basis and was sometimes curtailed due to staff shortages. CBO personnel reported that they counseled students about attendance when necessary and followed up with phone calls or, occasionally home visits.

The program coordinators continued to sponsor a variety of contests, awards, and other incentives to encourage and reward good attendance, although the emphasis on attendance incentives was not as strong as in previous years. However, these contests were often open to the entire school population, and program coordinators sometimes did not keep track of the attendance patterns of individual students on the DPI rosters. This was undoubtedly due in part to the large numbers of program students at the high school level, especially in the modified systemic schools.

Guidance and Counseling. Individual and group guidance sessions were prominent features of many CBO programs in the Dropout Prevention Initiative. Topics such as personal life planning or career planning, crisis management, and interpersonal relationships were dealt with. A few schools also hired additional Board of Education guidance counselors with program funds or assigned a guidance counselor to work specifically with program students. In some cases, students had access to additional guidance and counseling through a comprehensive program activity such as a mini-school or a transitional class.

Individual guidance often occurred on an informal basis: students would "hang out" in CBO offices or other program areas or would check in one or more times during the day. A large portion of the guidance activities appeared to be initiated by the students themselves, although sometimes staff members would seek students out for individual counseling. Groups, on the other hand, were scheduled by program staff. In some schools, group counseling occurred weekly, while schedules were more erratic in other schools.

Health Services. The Dropout Prevention Initiative did not provide funding specifically for the provision of health services for at-risk students, but recognized the need for such services. In several schools, DPP staff (either central or school-based) were instrumental in sponsoring health fairs, providing referrals to outside health agencies, or developing in-school health clinics.

School-Level Linkages. In order to foster closer articulation between middle school and high school, most of the DPP high schools sponsored some form of program for prospective high school students still enrolled in middle school. These ranged from tours of the high school to visits where middle school students "shadowed" high school students, ate lunch at the high school, and participated in special activities or programs.

Consistent with the Chancellor's regulation that linkage be implemented earlier in the year, most high schools also sponsored some form of orientation activity for incoming students in 1987-88. This was typically a one- or two-week program at the high school before school began in September. One school's orientation program, as an example, included a tour of the building and a time when only new students were in the high school building and could go through a schedule of abbreviated classes where they were introduced to new teachers, rules, and procedures.

Year Three high school program students, who were obviously already enrolled in the high school in 1987-88, typically participated in linkage activities by either attending the orientation sessions or serving as mentors or hosts for prospective students. Most schools found that only a small

percentage of new high school students who were invited to participate in orientation activities actually did participate.

Alternative Educational Programs. The Chancellor's Circular #37 stated that high school dropout prevention programs were to initiate activities that would supplement or enrich students' regular academic program. In addition, program staff identified the need to provide alternative ways for students to gain academic credit, since one reason many students were at risk for dropping out of school was that they were not accumulating academic credits fast enough to graduate from high school before they turned 19, 20, or 21 years of age.

Quite a variety of activities were implemented under the rubric of alternative educational programming. Ten schools began mini-school programs or blocked programs, in which students took all of their classes as part of a smaller cohort within the school (an additional school had a mini-school program in operation which was not sponsored by the Dropout Prevention Initiative). Eleven schools instituted transitional classes for students re-entering school after having been truant for a lengthy period of time. Several schools began "P.M. Schools," offering one or two extra class periods beyond the regular school day, so that students could gain credits at an accelerated pace. Other programs included GED classes, peer and adult tutoring programs, and special interest classes (such as a fitness class).

Despite the presence of these varied activities, there was little evidence that the program staff were able to keep close watch over most students' academic programs, or to effect real changes in their programs.

School Security (DPP schools only). As in the two previous years, DPP high schools continued to use an automated building entry/attendance system as a way of increasing school security. With this system, students were issued ID cards and had to pass those cards through a machine in order to enter the building. The system was used to record attendance and produce timely lists of absent students. Many schools found the system helpful, although one school discontinued the use of the system, finding its costs to exceed its benefits.

A few schools also continued to pay for extra security guards or hardware with DPP funds. Five schools contracted with the Victim Services Agency for conflict mediation services in their schools, an activity which had in earlier years helped to reduce the rate of suspensions in several schools.

Community-Based Organizations

Nine different community-based organizations contracted with the Board of Education to provide dropout prevention services in collaboration with the schools at the school sites. All of the CBOs had been part of the Dropout Prevention Initiative since its first year (1985-86). Information about Year Three CBO programs was obtained through field visits, staff responses to a survey questionnaire, and monitoring reports from the Board's Office of Funded Programs.

All community-based organizations had implemented at least three-quarters of their planned activities and services by October 31, 1987. However, most CBOs experienced delays in hiring staff, resulting in a low level of service delivered to students in the beginning of the year. On many of the monitoring reports, a low proportion of students (relative to targeted or projected numbers) were reported to be receiving program services, even when the monitoring occurred late in the winter. In fact, virtually no CBO reached its contracted number of enrolled students until late in the school year. Lower than anticipated staffing may have contributed to the programs' inability to serve expected numbers of students over the full year, but it was also sometimes difficult for the community-based organizations to identify or locate students who were eligible for the program. Earlier evaluation reports have discussed problems that occur when schools do not provide CBOs with lists of eligible students, or when schools do not know who their incoming students are until September or later. Although Year Three saw a greater effort to enroll the majority of the program students by the middle of the fall term, this issue of locating eligible students and engaging them in the program early in the school year is still a serious one.

Following are brief descriptions of the activities and services which the community-based organizations implemented in 1987-88.

Aspira (School 8). Aspira, a Hispanic advocacy organization, sponsored a small program through the Dropout Prevention Initiative. The program centered around counseling and personal development. Staff members provided guidance and problem resolution assistance to students and sometimes to families. In the spring, a career exploration program was begun; students were to participate for one class period a month. A leadership development program was also implemented, along with tutoring in English and basic skills. Aspira's program was hampered by staff vacancies; most of the planned activities were begun but the level of coverage was reduced. For example, student attendance was monitored, but there were few parent contacts or home visits; and the basic skills and leadership development components involved only a fraction of the students for whom they were intended.

Good Shepherd Services (School 7). This community-based organization is active in the neighborhood surrounding School 7 and has a dropout prevention program operating out of three middle schools in the district. The program at the high school consisted primarily of counseling with students and some enrichment activities. Student attendance and achievement was monitored by the counselors; letters of recognition were sent to students, and problems were followed up on through phone calls, visits to student homes, and conferences with parents and students. Counseling activities included ongoing case management, crisis counseling, and referrals to other agencies. About a third of the students also attended one or more enrichment trips, and there were occasional activities for socialization, such as a Breakfast Club that involved about twenty students. The CBO staff included one social worker for crisis counseling and one social worker who was assigned to the students in the school's mini-school.

Grand Street Settlement (School 10). Counseling was the hallmark of this community-based organization program. About a third of the students were involved in group guidance sessions, and students also had access to individual counseling, crisis counseling, and psychological services and referrals. Grand Street referred students to a part-time jobs program, and also had an active parent component. As of November, 1988, 99 parents had been seen for conferences about their children, as well as for individual counseling, crisis counseling, and referrals oriented toward the parents themselves.

Manhattan Valley (School 5). This program was sponsored by the Cathedral of St. John the Divine and was centered around individual and group counseling for students. In addition to informal and formal counseling sessions, including peer counseling, the CBO provided a number of different programs and activities relating to student leadership and self-esteem, drug abuse, and leadership training.

Northwest Bronx Clergy and Community Coalition (School 1). This small CBO program was designed to provide counseling and job-related services to students. Students participated in job-readiness workshops and were placed in part-time work experience positions, generally at non-profit sites first and later at businesses or other commercial establishments. The CBO staff engaged in formal and informal counseling with students and helped students form leadership teams that addressed issues regarding school quality and student morale. The CBO also had a schedule of recreational activities for students.

Operation Success/Federation Employment and Guidance Service (FEGS) (Schools 2, 4, and 9 in the AIDP model; Schools 3, 11, 12, and 13 in the DPP-Modified CBO model). Operation Success

received the bulk of program funding in the seven schools in which it operated; thus, the Dropout Prevention Initiative in those schools centered heavily on Operation Success. The basic program was very similar in all seven schools; however, specific details of implementation and (as we shall see later) student outcomes varied greatly.

Program staff at each site worked with school staff on selecting groups of students to target. In one school, for example, the focus was on holdover ninth graders, while in several other schools it was on students in the school's blocked academic program or transitional class.

The main components of Operation Success were individual case management and a variety of employment-related experiences. The CBO provided individual and group counseling for students. Individual counseling was usually initiated by the students themselves; group guidance sessions were scheduled by program staff. These activities generally were expected to focus on life planning, personal development, and the like. Operation Success also offered educational internship placements, usually in non-profit agencies in the local neighborhood, as well as part-time job development. The agency also conducted "diagnostic vocational evaluations" with students; this was an assessment of students' mechanical/occupational skills that was intended to help students in making vocational choices. The vocational evaluation was heavily oriented toward physical or manual occupations. Operation Success also offered students the opportunity to receive training in one of several vocations -- including jewelry manufacturing, large appliance repair, air conditioning, and office skills, at the FEGS facility in Manhattan. A relatively small number of students from each school participated in this component of the program. Finally, Operation Success sponsored school-wide cultural events, health fairs, and a variety of trips and recreational activities for the students they worked with; the program also often helped with linkage or school orientation activities. These latter activities were more prominent in some schools than in others, and where they were present they tended to reflect, as well as to encourage, a closer integration of the school and the community-based organization.

Operation Futures (School 8). This was a smaller, modified version of Operation Success, also sponsored by Federation Employment and Guidance Services. Students had access to case managers for individual and group guidance. The vocational component included vocational skill and interest assessments, job readiness training, job referrals, and access to the skills training programs in Manhattan. Case managers also arranged part-time work internships for students, generally either in school or in non-profit agencies such as day care centers or nursing homes. Enrichment activities included a fitness fair, several ethnic/cultural celebrations, and trips.

Pius XII (School 6). This program was sponsored by the North Bronx Family Service Center. Students met with case managers for counseling on a formal and informal basis, and were assigned to one of about eight "affinity groups" which met weekly to discuss personal life planning and other issues. The CBO staff were all bilingual in Spanish and were especially oriented toward serving Hispanic students in School 6. The CBO also helped sponsor a two-week orientation program for new high school students in August, 1988.

Project S.M.A.R.T. (Schools 1, 3, 5, 8, and 12). This CBO program was sponsored by Victim Services Agency. There was one staff member on site in each school. Students (and some faculty members) were recruited for training as conflict mediators. The training was held once or twice a year, for a two-week period, and was conducted by the on-site staff person and additional staff from Victim Services. Both the CBO staff person and trained students/faculty then served as mediators for conflicts that arose in the school, including interpersonal conflicts between students and disciplinary problems. In several schools, after a behavior incident occurred, mediation was tried before students were suspended. Students came voluntarily to the conflict mediation center in the school, or cases were referred by deans, teachers, or the principal.

Urban Adventures (School 8). This Outward Bound-type program worked with students in a classroom setting (through English classes) and then took them on weekend field excursions. Students learned rock climbing and other outdoor skills, and put them to use in urban parks; they also had urban survival tests, similar to the solo experiences in Outward Bound. The field instructors also provided informal counseling to students, had a formal conference at the end of each grading period to discuss students' progress, and had weekly rap sessions on Friday afternoon. There was an Alumni Club, and the program also served as a liaison to Outward Bound activities in New York City.

Student Participation in CBO Activities

Table 3-1 shows the number of students who participated in the community-based program(s) in each school, along with the number of students which each CBO was expected to serve, according to their contracts with the Board of Education. Of the twenty CBO projects, twelve were reported to have served less than their contractual target number of students. It may possibly be the case that these CBOs did not report to the evaluators all students who were eventually enrolled in their programs, but the available evidence shows several programs which were unable to reach their targeted enrollment.

Table 3-1 also shows CBO enrollments as a proportion of the total program enrollment in each school. As would be expected,

CBOs in the modified CBO and the AIDP school-with-CBO program models enrolled the highest proportion of program students. In Schools 3, 4, and 12, over eighty percent of the DPI students were enrolled in a CBO program. Project SMART enrolled the smallest proportion of DPI students, ranging from four to twenty percent in the five schools with that program; this is not surprising, given that the project was expected to serve only 35 at-risk students in each school. (Only a very small number of students participated in more than one CBO program; the numbers are not reported here.)

Table 3-2 shows, for all program students in each school in the different program models, the proportion receiving school services only, CBO services only, services from both school and CBO, or services from neither (the latter would occur when students did not participate in any of the specific services described below, but may have been targeted for attendance outreach, linkage activities, or another unlisted service, including systemic school improvements). The figures demonstrate the variation in students' receipt of comprehensive services from several sources. The number of students receiving combined school and CBO services ranged from just 5.8% in School 5 to over 99% in School 2. Overall, just over forty percent of the program students received combined services, while the remaining students were about evenly divided between receiving school services only and CBO services only.

The high number of students in School 5 listed as receiving neither school nor CBO services probably reflects, at least in part, the fact that that school considered most of its students to be at risk and therefore eligible for placement on the program roster. These students may have been intended to receive the benefits of systemic school improvements. School 1, in contrast, established a number of systemic program components intended to be available to all students, but listed on its program roster only those students identified as participating in discrete program activities; hence, no students in that school are listed as receiving neither school nor CBO services.

Table 3-3 shows similar breakdowns for students in the evaluation sample only. Since more information was obtained on evaluation sample students, these figures probably reflect more accurately the distribution of students to program components. Here we see that only 35% of the students on the program roster in School 5 received neither school nor CBO services. In Schools 11 and 12, the proportion of evaluation sample students receiving combined services (89% and 81%, respectively) is much higher than the corresponding proportion of all program students. Overall, just under half of the evaluation sample students received combined services; twenty-seven percent received school services only, nineteen percent received CBO services only, and four percent received neither.

Student Participation in Activities

Previous sections of this report have described the kinds of activities that were implemented during Year Three of the Dropout Prevention Initiative. But how many students experienced these activities, and how often did they participate? In this section we examine the level of student participation in program activities.

At several times over the course of the school year, program coordinators and CBO site supervisors were given a list of program activities and were asked to record whether evaluation sample students had participated in any of them during the fall semester and/or spring semester, and to record whether the activities were sponsored either by the school, the CBO, or both. The descriptions of program components and CBO activities above demonstrate the diversity of activities in the different schools. It was impossible to obtain information about each discrete activity in all of the schools, so information was requested about the following "generic" activities:

Individual counseling
Group counseling
Peer tutoring
Adult tutoring
Career education or job training
Jobs program
Transitional class
Mini-school
Blocked academic program
GED program
Class sponsored by DPP (such as P.M. School)
On-campus enrichment activity
Off-campus enrichment activity
Health program

Staff were not asked to list students who received attendance outreach, students who were the topic of discussion in case conferences, or any parent-oriented activities.

For analysis purposes, the activities were grouped into the following categories:

Academic Programs: This category includes activities designed to substitute, in whole or in part, for students' regular academic programs. It includes GED program, transitional class, mini-school program, blocked academic program.

Enrichment Activities: These were activities designed to enrich or supplement students' regular instructional program. They include adult tutoring, career education, job readiness training, DPI-sponsored class, on-campus enrichment program, and off-campus enrichment program.

Affiliation Activities: Affiliation activities were those which helped promote student engagement with or sense of belonging to the school. Activities included peer tutoring, activity programs or clubs, and health-related programs (such as a fitness class).

Job Programs: This category covered training or actual experience in work activities, including part-time work experience or internships.

Individual Guidance: This category covered a range of one-to-one interactions between students and adults. The interactions were formal or informal, and were generally designed to provide assistance with personal, family, school-related, or other problems, including crisis intervention.

Group Guidance: This category included several types of regular meetings with a number of students and a program staff person, usually to discuss problems, examine options, and plan for the future.

In terms of the validity of this checkoff of student participation in activities, it appears that participation in activities was under-reported rather than over-reported. For example, no students in School 1 were listed as participating in a jobs program, when interviews with program staff revealed that job placement was a major component of the CBO program in that school. In some cases, this may have been because a rather arbitrary boundary was set between DPI-sponsored activities and other activities in a given school. For example, some at-risk students may have been referred to a special class through DPI, but since that class was not specifically sponsored by DPI, it was not listed on the student check-off sheets. This is a problem endemic to discrete program evaluations, and could be reduced through an approach that looked at a school as a single entity, instead of a set of programs defined by their funding source or sponsorship. At any rate, since not all students who participated in a given activity are coded as such, the effects of participation (reported in Chapter 4) are likely to have some error. We cannot tell what direction the error lies in, whether students who are not listed as participants would raise or lower the outcome figures.

Table 3-4 shows the proportion of students who participated in any of the categories of activities at any time during the 1987-88 school year. Individual and group guidance involved more than half of the evaluation sample students: 62% of the evaluation sample students overall received individual guidance, and 51% received group guidance. Sixty-nine percent of the total sample received either individual or group guidance services (not shown in table). Thirty-eight percent of the students participated in an academic program; 32% received some form of instructional enrichment; and 8% participated in a jobs program.

If we combine academic programs, instructional enrichment, and jobs programs as alternative educational programs, a total of 59% of the evaluation sample students received some form of alternative education (not shown in table). Twenty percent of the students participated in an affiliation activity.

The range in figures among the different schools shows the considerable variations in program implementation at the thirteen school sites. For example, over 97% of the evaluation sample students in School 7 were checked as participating in a group guidance activity, compared to only 2% in School 1. Just over one percent of the evaluation sample students in School 11 had an instructional enrichment activity, but nearly nineteen percent were part of a jobs program -- the second highest proportion in the thirteen schools.

To break these statistics out a bit more, Table 3-5 shows the proportion of evaluation sample students, overall and for each school, who participated in the six activity categories for the full year or part of the year (either the fall or spring semester). As was noted above, the greatest proportion of students received individual guidance through the program: 43% participated in individual guidance sessions for the full year, and 20% for part of the year. The next most-subscribed category of activity was group guidance: 40% of the students received group guidance during the full year, and another 11% received it for part of the year. On a school-by-school basis, Schools 2, 4, and 7 reported the highest proportion of students participating in individual guidance and the highest proportion of students participating in group guidance for the full year.

The other categories of program activities were less utilized. Twelve percent of the evaluation students overall were reported to have participated in an academic program for the full year, and 26% participated for part of the year. Smaller proportions of students participated in instructional enrichment activities (4% full year; 28% part year), jobs programs (1% full year; 7% part year), and affiliation activities (5% full year; 15% part year).

Table 3-6 shows the proportion of evaluation sample students in each school and model who participated in the individual program activities at any time during the school year. Table 3-7 shows participation in individual program activities on a full year/part year basis in each school.

Table 3-8 shows the proportion of students who participated in activities in one or more of the grouped categories (instructional enrichment, affiliation, etc.) during the year. Thirteen percent (13%) of the evaluation sample students were listed as having received no grouped service, while just over 4% received services in five or six of the grouped categories. Nearly half of the students (46%) received services in just one or two categories; the remaining students (37%) received services in three or four categories. Students in School 6 were reported

to have received the greatest diversity of services: over sixty percent received services in three or four categories, and another twenty-six percent received services in five or six categories.

The bottom panel of Table 3-8 shows the proportion of students in each program model, and in the DPP and AIDP programs, by the number of categories of services they received. As the table shows, proportionately fewer students in the AIDP School-with-CBO model received zero or one grouped service than did students in the other two program models, and proportionately more of the AIDP students received four services.

Table 3-9 combines the service categories in yet another way. Individual guidance and group guidance activities are combined into a variable simply called "Guidance." Academic programs, instructional enrichment, and jobs programs are combined into a variable called "Alternative Education," since these activities fall under the program's original notion of alternative educational programming. Affiliation activities remain as a separate variable, "Affiliation." Table 3-9 shows the different combinations of these three variables, indicating student participation in services, for evaluation sample students in the DPP program, the AIDP model, and the total DPI.

By combining the appropriate figures, we see that 34% of the DPI students overall received services in only one of the three categories, and 13% of the students were listed as having received services in none of the categories. Only 9% received services in all three categories. The rest of the students (52%) had some combination of services in two of the three categories. Fifty-nine percent (59%) of the students received alternative educational programming, with or without other services. Sixty-nine percent (69%) of the DPI students had either individual or group guidance, with or without another category of service, and 19% had an affiliation service, either alone or in combination with other service categories.

The patterns for DPP students were very similar to those for the total DPI sample. The main difference for the AIDP students was that, since nearly all (93%) of the AIDP evaluation sample students received guidance, several categories had empty cells. This is in contrast to the DPP students, only 59% of whom were listed as having received some kind of guidance service.

Once again, we see from this table that the program was providing a comprehensive range of services to only a small proportion of program students.

Participation in Activities for Different Groups of Students

Table 3-10 shows the proportion of students, grouped into categories showing gender, language proficiency, overage, high school enrollment status, and promotion status after 1986-87, who

received the different categories of service. A few interesting differences emerge here. For example, females are slightly more likely to have received both individual and group guidance and to have participated in an affiliation activity, but less likely to be enrolled in an academic program. Perhaps this reflects the slight achievement differential between males and females: the male students were falling behind on courses passed relative to the females.

Both marginally-English proficient and English proficient students were much more likely to receive individual and group guidance than were limited-English proficient students. The former two groups were also more likely to participate in an academic program than were the LEP students, possibly because LEP students were already enrolled in special classes. However, there was much less difference in the groups' participation in enrichment, job-related, or affiliation activities.

Students one or two years overage for grade level were more likely to receive individual and group guidance than were students not overage for grade, but the frequency for students three and four years overage dropped back toward the rates for not overage students. All categories of overage students were more likely to participate in academic programs through the Dropout Prevention Initiative, although there was no difference for instructional enrichment activities. Participation in affiliation activities declined dramatically as students became more overage.

Students new to the high school were somewhat more likely to receive individual guidance services and affilitation activities, but overall the mix of services to incoming versus previous high school students was quite similar.

Finally, there were two main differences in services received by students who failed their grade after 1986-87 and students who passed their grade level. Students who failed were twice as likely to receive an academic program service, and less than half as likely to participate in an affiliation activity. The latter figure may, of course, represent students' choice more than school choice: students who have become disengaged through academic failure may also be more reluctant to participate in other engaging aspects of school life.

The figures in Table 3-10 do not convey any startling disparity in services received by different types of students. In a later chapter, we examine whether these slightly different participation rates contribute to different program outcomes for different students.

Student Participation in CBO-Sponsored Activities

Table 3-11 shows the proportion of evaluation sample students in each school who participated in activities sponsored

by a community-based organization in that school (in this analysis, we do not differentiate among CBOs in schools with more than one). Individual and group guidance are the most frequent CBO services; over half of the CBO students received individual guidance, and 37% received group guidance. The next most frequent activity was career education/job training: nearly 8% of the CBO students overall participated in a job-related activity. Almost four percent of the CBO students took part in a jobs program through the Dropout Prevention Initiative (other students may have been part of another jobs program, such as the AIDP Part-Time Jobs Program). Over four percent of the CBO students took part in a peer tutoring program; this activity was concentrated in Schools 5 and 8, where over a fifth of the CBO students were in a peer tutoring program. All of the CBO programs in the modified CBO program model provided a GED program, although in actuality this program was often jointly sponsored by the school and the CBO, with the CBO providing space and management and the school providing staff. The other activities were in evidence in a few schools only.

Conclusion

This chapter has described a wide range of services and activities implemented by the schools and community-based organizations during Year Three, and has documented a similarly wide range of student participation, whether measured on a school by school basis or in terms of different types of students. It is obvious that the Dropout Prevention Initiative is not a single, uniform entity experienced in an identical fashion by all students, at all school sites. This fact renders the assessment of program outcomes more difficult, for school differences in program implementation or student participation cannot be ignored. In effect, the Dropout Prevention Initiative has become a different program in each school site, with many implications for the way in which future program development should proceed and evaluation should take place.

Chapter Four

PROGRAM OUTCOMES FOR HIGH SCHOOL STUDENTS PARTICIPATING IN THE DROPOUT PREVENTION INITIATIVE, 1987-88

Introduction

This chapter will address eight questions:

1. How successful were the DPI schools in meeting the Chancellor's objectives for dropout prevention in 1987-88?

2. What outcome differences were there between the various programs or models implemented in 1987-88?

3. How did the performance of targeted students in the DPI compare with the performance of students who were not targeted for dropout prevention services?

4. What mix of school and/or CBO service had the strongest impact on students' outcomes?

5. What effects did individual CBOs have on student outcomes?

6. What were the outcomes for students who participated in the various DPI program activities?

7. What outcomes resulted for students with different initial characteristics?

8. What school-wide outcomes were there for schools that participated in the Dropout Prevention Initiative?

Our aim is to keep the analysis focused on the DPI objectives and to sift through program units and activities to see how they contributed to or at least were associated with progress toward meeting the objectives. Since, as will be seen throughout the chapter, there were virtually no large, general effects on students' attendance and grades after previous attendance and grades and student characteristics were accounted for, the search for more specific influences is like looking for needles in a haystack. Activities did, however, have different outcomes in the different schools and it is incumbent on the evaluation to try to identify these. Students do have to attend school and pass courses in order to graduate, and the data we have might throw light on conditions that contribute to their graduating or their dropping out. Toward the end of the chapter, we will focus specifically on the outcomes of the DPI for different categories of students.

How successful were the DPI schools in meeting the Chancellor's objectives for dropout prevention in 1987-88? What outcome differences were there between the various programs or models implemented in 1987-88?

The objectives for the thirteen high schools in the Dropout Prevention Initiative in 1987-88 were consistent with the objectives for 1985-86 and 1986-87:

a. A minimum of 50 percent of the students provided with dropout prevention services will have (or were to have) 1987-88 attendance that is better than 1986-87.

b. A minimum of 50 percent of those students provided with dropout prevention services who had failed at least one course in 1986-87 will pass at least one more course in 1987-88 than they did in 1986-87.

c. A minimum of 50 percent of the high school students provided with dropout prevention services will earn sufficient credits to advance to the next highest grade.

d. Starting with 1985-86 as a baseline year, a minimum of 50 percent of the students, ninth grade or below, provided with dropout prevention services will still be in school three years later.

The last objective, 'd', will be taken up fully in the forthcoming longitudinal report. However, the present report does include findings on the proportions of targeted and comparison students discharged as dropouts during 1987-88.

Because the Dropout Prevention Program and AIDP were administered separately, we will report findings on the first three objectives separately for the ten DPP and three AIDP schools in the Initiative. DPP findings will in turn be broken down by model, separating the six modified systemic schools from the four modified CBO schools, for some but not for all analyses.

Attendance

Just 39% of the targeted students in the DPP high schools improved their attendance in 1987-88 over their attendance in 1986-87. (See Table 4-1.)

In the modified systemic model, 37% of targeted students improved their attendance.

In the modified CBO model, 43% improved.

In the AIDP school-with-CBO model, 38% of targeted students improved their attendance.

There was a large difference between the most successful and

the least successful schools. Both the highest (60%) and the lowest (26%) proportions of students improving their attendance occurred in schools in the modified CBO model. However, for all other schools the proportion of attendance improvers varied in a relatively narrow range between 32% and 46%.

The average daily attendance in 1987-88 for targeted students in the 13 DPI high schools was 64%. (See Table 4-2.) The average attendance of these same students in 1986-87 had been 69%. For those students for whom data are available for both years, attendance fell six percent (-6%) between 1986-87 and 1987-88.

The attendance loss was somewhat lower in the modified CBO model (-4%) than in the modified systemic model (-7%) and the AIDP school-with-CBO model (-7%).

School #3 (+4%) was the only school in which the average targeted student had a gain in attendance between 1986-87 and 1987-88. The remaining schools ranged between -1% and -11% change in attendance. Again the variation was strongest in the modified CBO model.

Attendance data were available for the full roster of students targeted for service in the DPI. For the DPP students, the change in attendance was the same in the full roster sample (-6%) that it had been in the evaluation sample. For the AIDP school-with-CBO students, the loss was somewhat greater in the full roster sample (-9%) than it had been in the evaluation sample (-7%). (Table not shown.)

The average DPP attendance loss of 6% represents a slight positive trend over the results for the DPP in the first two years of the program. In Year One, 1985-86, DPP targeted students' attendance had fallen 10% and in Year Two, 1986-87, it had dropped 8%. However, the mean attendance in Year Three, 64%, was itself about the same as the average DPP attendance in prior years.

The evaluation has become aware only toward the end of preparing this report that students enrolled in a Board of Education GED program might not have been expected to attend school for the full 180 days expected of regular students. It might be that attendance percent, in 1987-88 alone or in both 1986-87 and 1987-88, depending on when a student was discharged to GED, has been underestimated from this standpoint in schools which had significant numbers of students enrolled in a GED program and included in the attendance calculations. Attendance data were missing for many GED students, for example in School 4. Furthermore, more targeted students in some schools were discharged to GED programs than coordinators in these schools had checked off as receiving GED services, for example in School 1. Table 4-24 shows attendance results by school, calculated on the same base of 180 days that has been used for the school samples as a whole, for those GED students who were checked on the roster

and for whom there was complete attendance data. The possibility of underestimating percent of days attended for GED students in Table 4-24 and other tables will not be repeated in this chapter but should be borne in mind at various points.

Courses passed

As in Year I and Year II, the evaluation for Year III has calculated the percent of courses taken that a student has passed, for the prior year, 1986-87, and for the evaluation year, 1987-88. Where only one semester of grades is available, the percent for that semester is used for the whole year. We have concluded from various analyses that this involves less distortion of the data than omitting cases for which only one semester of grades is available.

In order to determine what proportion of students have met the Chancellor's objective of passing at least one more course in 1987-88 than in 1986-87, if the student failed one or more courses in 1986-87, we have further stipulated that a student has passed one more course in one year than in the other if the proportion of courses passed in one year is 20% higher than in the other year. We have concluded that this involves less distortion than another statistic that is a more literal translation of the Chancellor's objective for courses passed, namely an actual count of the courses passed in one year vs. the other. Since the most data are missing from Spring, 1988, there is the possibility that courses in 1987-88 are systematically undercounted. We have in fact calculated the actual courses passed and have found that the proportion of students meeting the Chancellor's objective is consistently lower by this method than by the method that estimates the proportion from the percents of courses passed. Again because of the greater possibility of error on acccount of missing data, these calculations of actual courses passed will not be reported.

Only 42% of DPI targeted students who had failed one or more courses in the previous year improved their percent of courses passed in 1987-88. (See Table 4-3.)

For the modified systemic model, 40% of students with prior course failure passed more courses in 1987-88 than they had in 1986-87.

For the modified CBO model, 41% of the students with course failures in 1986-87 passed more courses in 1987-88.

The proportion of gainers among students who had previously failed a course was highest for the AIDP school-with-CBO model, 46%.

Once again, there was variation among the schools. This time, the schools with the highest (63%) and the lowest (25%)

proportions of previously failing students now passing more courses were both in the AIDP school-with-CBO model.

Considering not just the students who had previously failed a course, but all targeted students, a greater percentage of students had a loss in proportion of courses passed than the proportion of students who gained in courses passed. (See Table 4-4.)

In the DPP program overall and in both the modified systemic and the modified CBO model, 50% of all targeted students failed more courses in 1987-88 than they had in 1986-87.

In the AIDP school-with-CBO model, 45% of students had a lower percent of courses passed in 1987-88 than they had had in 1986-87.

For DPP targeted students, the average rate of passing courses had been 44% in 1986-87 and was 43% in 1987-88. Students for whom data are available for both years had an average loss of minus four percent (-4%) in courses passed. (See Table 4-5.)

Students in the DPP program overall and in both the modified systemic and modified CBO models lost four percent (-4%) in proportion of courses passed in 1987-88 compared with 1986-87.

Students in the AIDP school-with-CBO model lost one percent (-1%) in proportion of courses passed.

The variation between schools in change in courses passed was relatively large in the AIDP school-with-CBO model (ranging between +9% in School 4 and -12% in School 2). It was moderate in the modified CBO model (ranging between +2% in School 12 and and -10% in School 11) and small in the modified systemic model (ranging between -2% in School 10 and -7% in Schools 7 and 8).

For the ten DPP schools overall, the loss in courses passed had been 9% in Year One and 7% in Year Two, compared to the loss of 4% in Year Three. Thus for courses passed also, there was a slightly positive trend during these three years of the Dropout Prevention Program. The average proportion of courses passed in 1987-88, 43%, was some improvement over the first two years, when it had been 35% and 41%. Still, the rate of passing courses was far lower for targeted students in 1987-88 than it can be for students to have a chance of meeting the requirements for a high school degree within a reasonable span of years.

Credits

Targeted students overall earned substantially fewer credits than they needed to increase their chances of completing high school. (Table 4-6).

The average number of credits earned by targeted students in the DPI in 1987-88 was 4.7, or somewhat less than half the average number that students need to earn in a year, 10, in order to complete high school in four years. A student accumulating credits at this rate in a standard program would need to be in school nine years, between the ninth and twelfth grades.

Targeted students in the modified systemic schools earned more credits (5.0) than students in the modified CBO schools (4.2).

Targeted students in the AIDP school-with-CBO program earned an intermediate number of credits (4.6).

Both the highest (6.2) and the lowest (2.7) average credits passed were recorded in modified systemic schools.

In general, the number of credits earned correlated with the percent of courses passed, but there were variations from school to school in the average number of courses attempted by students as well as in the rate of courses passed. There was not a general relationship between the rate of passing courses and the number of courses attempted.

One interpretation of the Chancellor's goal of earning sufficient credits to advance to the next grade simply takes 10 credits as the average number of credits needed in a New York City high school to be promoted to the next grade. We have calculated the proportions of students earning 10 or more credits in the DPI overall, the models, and the individual schools. (See Table 4-7.)

In the DPI overall, just 18% of the targeted students earned 10 or more credits during 1987-88.

In the DPP, 19% of the students earned 10 or more credits. Twenty-two percent (22%) of the targeted students in the modified systemic schools and 16% in the modified CBO schools earned 10 or more credits.

Fifteen percent (15%) of students in the AIDP school-with-CBO program earned 10 or more credits in 1987-88.

There were substantial differences among the schools in the proportion of students earning 10 or more credits.

The greatest variation occurred in the modified systemic model, where School 1 (31%), School 8 (31%), and School 6 (29%) had relatively high proportions of students earning 10 or more credits, while School 7 (11.1%), School 10 (7.3%), and School 5 (0.0%, but much missing data) had low proportions.

In the modified CBO model, School 3 (21.6%) and School 11

(18.6%) had higher proportions of students earning 10 or more credits than School 12 (12.2%) or School 13 (10.1%).

In the AIDP school-with-CBO model, School 9 (19.4%) had a higher proportion of students with 10 or more credits than School 4 (15.7%) or School 2 (9.1%).

These findings are consistent with earlier comments in this and our preceding reports that students were accumulating credits too slowly to expect most to graduate within a reasonable period of time. Still, the variations among schools are important.

Promotion and graduation

The ultimate concern of dropout prevention and a major focus of this evaluation is the proportion of students who are promoted to a higher grade or who receive a high school diploma. In an attempt to calculate actual promotion rates, rather than just use projections based on the percents of students passing courses, we have combined data from several sources. The data include

(1) Students' grade level in 1987-88, as recorded by DPI staff on program rosters in 1987-88; the grade codes used by staff for this may not have been up-to-date in Fall 1987, which results in inflating the number of cases of students who appear to have been promoted a year later;

(2) Students' drop-add status as of September 1, 1988--discharges as of this date are assumed to reflect basically what transpired in the 1987-88 school year;

(3) For the students still in school, grade level in 1988-89, as of July 1, 1989--these decisions are made at the end of the school year but are recorded late in many cases, so the latest grade code recorded for 1988-89 is the most valid one for this analysis; some cases where a student is shown to be still in school but a grade code is missing may be instances of promotion, so that in these cases promotion has been undercounted.

Table 4-8 shows the proportions of students from grades 9 through 12 and special education in 1987-88 who were assigned to these grades in 1988-89, who were still in school but in an unspecified grade, or who were discharged for one of several reasons: high school diploma, New York State Equivalency Diploma (GED), newly enrolled in a GED program, discharged as a dropout, or discharged for some other reason (the most common reason being that the student has been discharged to a school outside of New York City). Table 4-9 condenses some of this information in order to show for each model and school what proportion of students in grades 9 through 12 in 1987-88 were promoted or graduated or were retained in grade, as well the proportions discharged for different reasons. Table 4-9 does not include 285 students who were in special education in 1987-88 or 11 students

who were newly assigned to special education for 1988-89. Students who are classified as "still in school" were recorded as such in the Biofile for 1988-89, but a grade level was not assigned elsewhere, so that their grade in 1988-89 is unknown.

We shall comment first on the findings for special education, as shown in Table 4-8. Special education is seen to have had a dropout rate (17%) that was approximately the same as the rate for 9th grade (17%) and 10th grade (16%). Thirty-nine (39) students were mainstreamed from special education to grades 9 through 12 for 1988-89; these could be regarded as promotions, along with the eight students who received a high school diploma and one who received a GED We have not, however, examined the grade level of the students who remained in special education, though we have established that the average number of credits accumulated by special education students by the end of 1987-88 was 12.2, which would qualify the average student for tenth grade. Some of the students remaining in special education presumably had earned enough credits to be promoted.

Table 4-9 shows that for the high school DPI as a whole, an estimated 41% of all targeted students outside of special education were promoted or received diplomas at the end of the 1987-88 school year. If some of the students who were still in school but with grade unknown had also been promoted, this would raise the rate. However, the rate is probably already exaggerated by other cases in which the 1987-88 grade code was not up-to-date when DPI staff completed program rosters in Fall 1987. (The problem with eliminating ambiguous cases from the sample is that discharge cases appear to be more clearcut and therefore become an invalidly large percent of the smaller sample.)

For the DPP the rate of promotion was 40%. For the modified systemic model it was 42% and for the modified CBO model it was 37%.

For the AIDP school-with-CBO model the rate of promotion was 42%.

All of these results fall short of the Chancellor's goal of a minimum of 50% of students in the dropout prevention programs earning enough credits to be promoted.

As with attendance and courses passed, there was substantial variation in the rate of promotion between individual schools.

By this method of calculation, School 1 met the Chancellor's goal with 50% of students from grades 9 through 12 in 1987-88 being promoted or graduated for 1988-89.

School 8 (48%) and School 2 (48%) came very close to meeting the 50% goal.

The lowest promotion rates were found in School 7 (28%) and

School 10 (29%).

Schools that had higher and lower promotion rates were to some extent those which had students less or more at risk at the beginning of the year. For example, smaller proportions of the targeted students in School 1 than in School 7 were overage (47% vs. 70%) or new to high school (16% vs. 21%); a larger proportion in School 1 than in School 7 were 11th or 12th graders (31% vs. 18%); and a larger proportion in School 1 were classified as LEP (15% vs. 6%), making them eligible for bilingual or ESL instruction. These factors all turn out to be strongly associated with number of credits earned in the DPI overall. About equal proportions (52% vs. 51%) of the targeted students in the two schools had been held back in grade from the previous year, but the average rate of passing courses in 1986-87 had been higher for students in School 1 than in School 7 (57% vs. 42%).

In interviews, DPP program staff at School 1 emphasized more the targeting of students with borderline performance, while staff in School 7 put more stress on students most in need. This is not to say, however, that only prior student characteristics explain the different outcomes for the schools. The selection of the students is presumably only one facet of an approach that puts more or less emphasis on moving the students through the schools. Table 4-9 shows that only 22% of the targeted students in School 1 were held in grade, while 47% of the students in School 7 were held in grade. This was accomplished in School 1 despite the fact that males were a much larger proportion of the targeted students in School 1 (61%) than in School 7 (38%), while in the DPI overall males accumulated credits at a lower rate than females. Finally, to look at it from another perspective, while the dropout rate at School 7 (10% for the sample without special education) was only slightly lower than the rate at School 1 (12%), School 7 emerges as making a significant, albeit very small, positive contribution to a lower dropout rate for the targeted population after all of the student characteristics and performance variables have been taken into account. (See discussion of Table 4-11 below.) As will be shown below, there is evidence for a sustained trend toward a lower school-wide dropout rate in both School 1 and School 7.

School 8 does not stand out in data presented elsewhere in this report, but by both of our calculations it had one of the highest rates of promoting targeted students. Schools 1, 2, and 8 had in common a combination of relatively more targeted students who were juniors and seniors and relatively fewer who were overage for grade, compared to the populations of the programs in the other schools. As with School 1, however, there may also be a policy and program aspect of the promotions, which in this case we are not familiar with.

The very different findings obtained by looking at the proportions of students passing 10 or more courses and then the actual promotion and graduation rates suggest that a distinction be made between outcomes for students attempting to complete a

grade already begun (or a GED program) and for students undertaking a new grade. In fact, students in the DPI who were repeating or continuing in a grade earned just 3.6 credits in 1987-88 compared to students who had been promoted the previous year, who earned an average of 6.1 credits. Still, 37% of the first group were recorded at a higher grade level at the end of 1987-88, compared to 46% of the second group. While 89% of the students who earned 10 or more credits during 1987-88 were promoted, 37% of those who earned fewer than 10 credits were also promoted. (Table not shown.) These rates may be exaggerated, but it stands to reason that a lower number of credits would be required for previously not-promoted students to reach the next grade. The question of what goals to set for what students could be pursued in this vein. Finally, we notice that the same schools tend to have the highest and the lowest promotion rates whichever method of calculation one uses, 10+ credits or recorded grade level. The true promotion rate probably lies between the two figures arrived at.

<u>How did the performance of targeted students in the DPI compare with the performance of students who were not targeted for dropout prevention services?</u>

Several comparison groups have been constituted by sampling students who were eligible for dropout prevention services but who were not targeted in the Dropout Prevention Initiative or in the AIDP program outside the DPI. Since these groups all contain only attendance-eligible students, it has been necessary to recalculate outcomes for targeted students as well, restricting the samples similarly to those who were eligible on the basis of prior attendance. Further exclusions have then been made to answer still more focused questions. Since students were discharged as dropouts at different rates from the different samples, what are the relative outcomes for the students who were not discharged as dropouts? And, since prior year data on courses passed are less available for students incoming to high school from the middle schools, except for the evaluation sample which collected these data, what are the relative courses passed outcomes for the various samples excluding incoming students?

The various samples for the analyses summarized in Tables 4-10 through 4-17 were drawn as follows:

(1) For the modified systemic schools, a comparison sample of 600 students, 100 for each school, was drawn randomly from those students who were eligible on the basis of absences in the previous year but who were not targeted for services in the program. This is the so-called "trickle-down" sample meant to examine whether there were school-wide or systemic effects of the program in these schools.

2. For the four modified CBO schools, a comparison sample of 400 students, again 100 from each school, was randomly drawn from students who were attendance-eligible but not

targeted for services.

3. A comparison sample of 300 students was drawn from the attendance-eligible but not targeted students in the three AIDP schools participating in the DPI and constituting the school-with-CBO model.

4. Finally, a comparison sample of 2300 students was randomly selected from the non-targeted but attendance-eligible students in the 23 AIDP schools that did not participate in the DPI.

Because the comparison samples were randomly selected from not-targeted, attendance-eligible students in the schools, they tend to reflect the distribution of these students in the schools by grade level. The program overall, however, targeted disproportionately more ninth and tenth graders and fewer eleventh and twelfth graders. At the same time, the program also included disproportionately few students in special education, and these students tended to have outcomes more like ninth and tenth graders' outcomes than like outcomes for eleventh or twelfth grade students. To some extent, then the disproportionate distributions balance each other out. However, the validity of the comparisons remains limited by the disproportions. We will be very conservative in our inferences from the comparisons, but report the data because they throw light on the situation in the schools.

As was found in Year Two, the number of students who were eligible for the DPI or the AIDP but who were not targeted exceeded the number who were eligible and targeted. It was not assumed that the DPI would be able to target all eligible students, but the fact that there were so many more students with low attendance and low rates of passing courses suggests that the general environment of the program schools would work against the program's goals.

Dropouts

The evaluation has obtained the drop-add status, including the several recognized categories of discharge as dropout, for most targeted and comparison students as of September 1, 1988. Dropout decisions recorded up to this date have been regarded as reflecting basically students' 1987-88 school history.

Dropouts by grade level. Table 4-10 shows for each grade level in the attendance-eligible evaluation sample and the several comparison samples (1) the percent of students in the designated sample who were at each grade level and (2) the percent of these students at each level who were discharged as dropouts during 1987-88.

The table suggests that at each grade level there was a

tendency for a greater percentage of students to be discharged as dropouts if they were not targeted for the dropout prevention program than if they were targeted.

There was a tendency for students at successively higher grade levels to be discharged at a lower rate than students at lower grade levels. This reflects the fact that a greater proportion of the students at higher grade levels are survivors who did relatively well in the lower grades. Special education students were discharged at a higher rate than students at any other grade level.

Twelfth grade students in both the targeted and the not-targeted samples were the least likely to be discharged as dropouts, so the samples are biased against the program to the extent that twelfth grade students are under-represented among the targeted students. On the other hand, special education students were most likely to be discharged as dropouts, and they are also under-represented in the program sample.

Dropouts by program, model, and school. Table 4-11 shows the proportions of students discharged as dropouts from the total evalution sample, the attendance-eligible evaluation sample, and the attendance-eligible, not-targeted students in the DPI overall, the DPP, each model, and each high school.

In all three models of the DPI, a smaller proportion of targeted, attendance-eligible students were discharged as dropouts in 1987-88 than of not-targeted but eligible students.

In the modified systemic high schools, 23.3% of targeted, attendance-eligible students were discharged as dropouts, while 31.9% of the not-targeted but eligible students were discharged as dropouts.

In the modified CBO schools, 27.5% of targeted, attendance-eligible students were discharged as dropouts and 33.9% of the not-targeted but eligible students were discharged as dropouts.

The difference in rate of dropout discharge was highest in the three AIDP school-with-CBO model schools, where 21.2% of the targeted students were discharged, compared to 37.9% of the students who were eligible but not targeted.

The rate of discharge of attendance-eligible, targeted students in the Dropout Prevention Initiative as a whole (24.0%) was lower than the rate for attendance-eligible but not-targeted students in the 23 AIDP schools outside the DPI (31.2%).

Regression analyses examined the contribution of various variables to the Fall 1988 dropout status of attendance eligible

targeted and comparison students. (Tables not shown.)

In an analysis that used prior year performance, different student characteristics, and program status as predictors, overage for grade entered first, explaining 3.5% of the variance of dropping out; 1986-87 attendance explained an additional 2.4%; being not-targeted as opposed to an evalution-sample targeted student explained another 1.6% of the variance; and Schools 2, 7, and 10 each accounted for less than 1% of the variance.

When 1987-88 attendance was included instead of prior year attendance, it entered first, explaining 7.7% of variance; overage entered second, explaining an additional 2.2%; School 2 accounted for a further 2.0%; 1987-88 courses passed explained 1.2%; and School 10 and School 7 each accounted for 1.1% of variance. All of these variables except overage were negatively asssociated with dropping out. Program status, i .e., whether a student was in the DPI or a comparison group, was one of several variables explaining less than 1% of the variance.

Table 4-11 also shows the dropout discharge rates for all students who were targeted in the DPI and the several models--the larger group from which the evaluation sample was selected. From these data it can be inferred that the discharge rates for students who were targeted but not-eligible on the basis of prior attendance were lower than the rates for targeted students whose 1986-87 attendance made them eligible for dropout prevention services.

Table 4-11 further shows that students in the evaluation sample, although this sample was randomly selected from the total roster, were slightly more likely to be discharged as dropouts than students who were targeted but who were not in the evaluation sample. This suggests that the necessity of supplying service data on the evalution sample, perhaps especially the second roster data collection in the spring of the year in question, called attention to the evaluation sample with the unintended result of increasing slightly their liability of being discharged as a dropout.

The rate of discharging students as dropouts varied more among schools within models than it did between models.

In the modified systemic model, the dropout rates for attendance-eligible targeted students were lowest for School 7 (15.8%) and School 10 (17.3%) and highest for School 6 (32.7%) and School 8 (32.2%).

In the modified CBO model, the dropout rate for attendance-eligible students was lowest in School 13 (14.7%) and highest in School 3 (31.5%) and School 12 (31.3%).

In the AIDP School-with-CBO model, the dropout rate for attendance-eligible students was lowest in School 2 (11.1%) and did not get above 22.1%% for targeted students in any school.

The difference between the dropout rate for targeted and not-targeted attendance-eligible students was not as strong for the DPP in 1987-88 (25% for targeted, 33% for not-targeted students) as it had been in 1986-87 (22% and 38% for targeted and not-targeted respectively). The clearing of the lists in 1986-87 for all but one of the modified systemic schools artificially lowered their dropout rate in that year, so it is not a surprise to see it rise. The rate did not change for targeted students in the modified CBO schools. However, the rate was lower in 1987-88 than in 1986-87 for the not-targeted students in both sets of DPP schools. The discharge rate declined similarly for not-targeted students in both sets of AIDP schools. However, it declined far the most for targeted students in School 2, which resulted in a large decline for the AIDP school-with-CBO model.

The meaning of these fluctuations should become clearer in a longitudinal analysis--not just the one that is possible at the end of 1987-88, when Year I, 1985-86 tenth graders would be expected to have begun graduating, but at subsequent, later times, when the long-range consequences of all three years of the DPI should become discoverable.

Attendance

Attendance results for the various samples are reported in Table 4-12.

1. Attendance declined by a slightly smaller percentage for attendance-eligible targeted students in the modified systemic schools (-6%) than it did for the modified systemic comparison sample (-8%). The modified systemic targeted students' loss, however, was itself somewhat larger than the attendance loss for targeted students in the other DPI models, and fell far short of the Chancellor's goal. At most, therefore, one could conclude that the attendance effort in the modified systemic schools was slightly less ineffective for the targeted students than it was for the comparison, nontargeted students.

2. The targeted students in the modified CBO schools likewise had a slightly smaller loss in attendance (-1%) compared to the students not being served by the program (-3%). Since both of these results are better than the results for the other samples, it could be argued that school-wide factors were affecting attendance relatively positively in the modified CBO schools. However, just one, and marginally a second, of the four schools actually had these relatively positive results. School and program

factors that might have contributed positively to attendance in School 3 will be explained in more detail in Chapter 5.

3. Nontargeted but attendance-eligible students in the three DPI-AIDP schools had a loss of attendance (-16%) that was drastic compared to targeted students in the same schools (-4%) or any other of the samples. The program seems to have had a relatively protective effect on attendance in these schools, especially School 9, where the attendance outcome for targeted students was much less negative than in the other schools of the model.

4. In the 23 AIDP schools that were not included in the DPI, nontargeted but eligible students had an attendance loss (-5%) that was very close to the loss for DPI targeted students overall (-4%) or DPP students (-4%).

From all of these findings for comparison groups, one might conclude that being targeted for services in the DPI or the DPP was a very slight advantage to the attendance of targeted students overall. Again, however, the fact that the comparison groups had more students in the upper grades limits the validity of the comparison. If DPI students enrolled in a GED program were expected to attend school fewer days, this would also limit the validity of the comparison. Further, there were important variations among the schools. Results for individual schools are shown below for not-incoming, attendance eligible students only (Table 4-15).

Courses Passed and Credits Earned

Table 4-13 reports the courses passed outcomes for the same samples that are discussed above. The change results indicate a very slight advantage for the targeted, attendance-eligible modified systemic students (-3%) compared to the nontargeted eligible students in these schools (-5%), almost no difference between the targeted eligible students in the modified CBO schools (-2%) and the nontargeted students in these schools (-3%), but a large advantage for the targeted eligible students in the DPI-AIDP schools (+5%) compared to the nontargeted eligibles in these schools (-8%).

These results are influenced by the different proportions of students in different grades in the various samples. In particular, the higher rates of passing courses for comparison students reflect the greater proportions of students in grades eleven and twelve in the comparison samples.

Focusing not on the comparison, but simply on the findings describing the students' situations, we see that the average percent of courses passed in 1987-88 was low for virtually every group. When dropouts are included in the samples, the rates range between 25% and 35% for the several DPI models and between 22% and 42% for the comparison groups associated with the models.

Even when dropouts are excluded from the samples, these rates rise by only a few percentage points. The average attendance-eligible student overall was passing only 30% of courses in 1987-88, or 34% if dropouts are excluded.

The number of credits students earned is especially liable to be influenced by grade level, and therefore Table 4-14 breaks down credits earned in 1987-88 by grade for the program and comparison students. It can be seen that in the DPI overall, program students earned more credits than comparison students in the ninth and tenth grades and in special education, but comparison students earned more than program students in the eleventh and twelfth grades. Most of the differences favoring the DPI occurred in the modified systemic and the AIDP school-with-CBO models.

Focusing again more directly on the descriptive results, students are seen to have earned credits at a very low rate in every group except, marginally, not-targeted eleventh and twelfth grade students. Thus, while the average targeted ninth grade student's earning 2.4 credits is better than the 1.7 credits earned by the average nontargeted ninth grader, for both groups this is far, far below the rate that would be expected if most students were succeeding in the ninth grade.

We have calculated credits for the students in the various samples excluding dropouts. When this is done, the average number of credits earned by an attendance-eligible student targeted for services in the DPI overall increases from 2.9 to 3.3, while the average number earned by a student in the comparison samples overall is 4.0. We have also calculated that the average for not-targeted, attendance-eligible students in the comparison sample from the 23 AIDP schools was 3.5 when dropouts are included and 4.1 when dropouts are excluded. The higher numbers of credits in the comparison samples reflect the greater proportions of students above the ninth grade. What should be emphasized is the low number of credits that were achieved in 1987-88 by not-discharged students in any of the samples, the averages ranging from 3.3 to 4.1.

We have looked at the results for samples that include only students who were continuing in their high school from the previous year, i. e., samples that excluded new or incoming students. This was done to get as close a comparison as possible between the models and the schools within models. The attendance results are not very different from the results for the larger samples that include all attendance-eligible students. The courses passed change results are more positive for the continuing students, not because they passed courses at a higher rate in 1987-88, but because they had passed courses at a lower rate in 1986-87. The credits earned results are almost identical for the samples with and without incoming students.

Table 4-15 shows the attendance results for attendance-eligible students who were not incoming to the schools in 1987-

88, for both targeted and comparison, not-targeted students in each school. Table 4-16 shows the courses passed results in 1987-88 for the same (potential) samples in each school.

In School 1 and School 6 in the modified systemic model, School 3 in the modified CBO model, and all three schools of the AIDP school-with-CBO model, School 2, School 4, and School 9, targeted attendance-eligible returning students lost less attendance, or actually gained more attendance, than comparable not-targeted students.

In School 5, targeted students lost more attendance than comparable not-targeted students.

In School 1 and School 6 of the modified systemic model, and School 4 and School 9 of the AIDP school-with-CBO model, targeted students had substantially stronger courses passed outcomes than comparable not-targeted students, i. e., the change in proportion of courses passed was less negative or more positive for targeted than for comparable not-targeted students.

In School 7, not-targeted students appear to have had greater gains in courses passed.

Analyses below of the activities in each school will throw some light on factors influencing the results in individual schools.

Comparison of TC/DPI findings with OREA/AIDP evaluation findings

Nearly all of the Teachers College (TC) data analysis was completed when we first examined the report published by the Office of Research, Evaluation, and Assessment (OREA)in May, 1989, Evaluation Section Report: High School Attendance Improvement Dropout Prevention (A.I.D.P.) Program, 1987-88 End-of-Year Report. The findings from the two evaluations are remarkably similar, as can be seen from Table 4-17. True, the raw percents of attendance and courses passed for 1986-87 and 1987-88 are systematically higher in the OREA report. As explained in Note #1 and Note #2 of Table 4-17, this is the consequence of OREA's excluding from their calculations dropouts and students with less than four semesters' data. The different method of calculation may also explain why the courses passed change scores tend to be more positive in the OREA findings. However, the courses passed improvement percent, and both the attendance change score and the attendance improvement percent, are virtually identical in the two sets of findings. Thus in both evaluation samples, 39% of all targeted students improved their attendance and 42% improved their percent of courses passed. The average DPI targeted student earned 4.7 credits in 1987-88. The average AIDP student, again excluding dropouts and students with missing courses-passed data, earned 5.3 credits in 1987-88. For both the DPI and AIDP, the attendance results for

targeted attendance-eligible students were slightly better than the results for comparison students who were in the host schools but who were not targeted. For the DPI, this was also true of the courses passed results, while for the AIDP the advantage was greater.

TC and OREA have both been guided by the initial design of the project. OREA has furnished data for TC's DPI evaluation, and earlier TC reports have influenced OREA's AIDP evalution. These circumstances particularly explain why the findings so readily lend themselves to comparison. Still, the actual program populations of the DPI and the AIDP overlapped in only three schools. Both the DPI and the AIDP were developed within a general framework of facilitation, attendance outreach, guidance and counseling, health, high school linkage, and alternative education. Since AIDP increasingly stressed alternative education, requiring that all targeted students be block programmed for at least some of the day, and that courses be related to one another thematically, while the DPI overall placed more emphasis on support services for students, what emerges is more than the shortcomings of a particular mix of interventions that with adjustment might be found to be what is needed. Instead, what the similar findings tell us is that some larger, more fundamental properties of the school system and the targeted student population persisted. Sarason's now well known dictum that effecting a change in the schools must take account of existing behavioral and programmatic regularities seems to apply in full force here.[1] It is therefore incumbent on us to try to identify some of these regularities, as the further analysis in this chapter and Chapter 5 begins to do.

From a more technical point of view, the TC and OREA findings basically reinforce one another. The different methods of calculation used in the two evaluations could be argued, however. And at the individual school level, specifically the three Operation Success/School-with-CBO model schools that are in both evaluations, the findings are more different than just the methods of calculation would explain. It may be that TC included more students who were in a GED program but who were listed for receiving dropout prevention services than did OREA. These details would be particularly important when evaluation results were being used to give formative feedback to schools.

<u>What mix of school and/or CBO service had the strongest impact on students' outcomes?</u>

The student rosters were checked in the fall to indicate whether targeted students were to receive services from the school and/or a community based organization.

---

1. Sarason, S. B. (1971). <u>The culture of the school and the problem of change</u>. Boston: Allyn and Bacon.

Attendance

Table 4-18 reports attendance results for students served by different combinations of school and/or CBO units, for the thirteen schools of the DPI as a whole and for the three models separately. Focusing first on the DPI findings, the table shows that slightly smaller attendance losses occurred for students served by a CBO only (-5%) or by a combination of school and CBO (-6%) than for students who had services from the school only (-8%) or from neither organization (-8%).

When these data are examined separately by model, it is seen that being served by a CBO alone was an advantage to attendance only in the modified CBO model schools (-1%), not in the modified systemic schools (-9%).

In the modified systemic schools, students' attendance declined less when there was a combination of school and CBO services (-3%) than when students were served by a CBO only (-9%), the school only (-7%), or neither (-8%). However, this finding is moderated somewhat by the fact that the students served by a combination of school and CBO in the modified systemic schools had lower attendance in the prior year and therefore were more likely to regress to the mean.

There are marked departures from these general patterns for individual schools. (Table not shown.) In some, the general tendencies that obtain at the model level are more pronounced. For example, students served by the CBO only in School 6 had a very large drop in attendance (-25%), compared to students served by the school alone (-7%) or the school and the CBO together (-2%). In School 7, students served by the school alone had a large loss of attendance (-11%), while students served by the CBO and the school together did not lose attendance (0% change). These results can be understood best in terms of the specific relationships between CBO and school staff in each school and the context in which they worked. In School 6, CBO staff were much less engaged in attendance outreach than were school DPP staff. In School 7, the CBO was more involved in attendance outreach and in addition was serving students in a mini-school which itself seemed to be gaining in holding power for students.

Courses Passed

From Table 4-19 it can be seen that smaller losses in courses passed resulted for students who were served by a combination of school and CBO (-2%) than by school only (-5%) or by neither school nor CBO (-5%). The largest losses occurred for students who were served by a CBO only (-8%).

Analyzing the data separately by model, we see that the combination of school and CBO was associated with the least

loss in courses passed in the modified systemic model (-1%) and the AIDP school-with-CBO model (-1%). The combination was associated with somewhat larger losses in the modified CBO model (-4%).

By contrast, services by CBO only were associated with larger losses in both the modified systemic (-7%) and the modified CBO model (-8%). Sometimes cases were referred to a CBO that school personnel felt could not be resolved in school, particularly older students. The low courses passed rate for students served by a CBO only may reflect in part a CBO's working with a student to find a viable situation outside the school. The other side of the coin is that many students who were served by both the school and a CBO were participating in blocked programs, mini-schools, transitional classes, career education and job training classes, or academic enrichment classes, all of which tended to yield higher rates of passing courses, in either DPP or AIDP schools, if not both. (See below.)

Again there were variations on these patterns for individual schools. From the standpoint of observations in some of the schools, it is the individual school patterns, for both attendance and courses passed, that are most likely to be meaningful.

What effects did individual CBOs have on student outcomes?

Attendance and courses passed results have been analyzed for community based organizations separately.

Attendance improvement

Federation Employment and Guidance Service (FEGS) implemented Operation Success (OS) in seven high schools and Operation Futures in one high school. Overall, 40% of the students served by OS improved their attendance in 1987-88 over 1986-87, compared to 47% of the students that were not served by OS in these same schools and 39% of the DPI evaluation sample overall. For all three samples, the average gain of the improvers was +14%. (See Table 4-20.)

The Victim Services Agency implemented Project SMART in 5 schools in 1987-88. Attendance was improved for a higher proportion of students served by SMART (47%) than not served by SMART in these same 5 schools (40%), but the average gain of these improvers was lower for the SMART students (+11%) than for the non-SMART students (+14%).

At the individual school level, the clearest cases of a difference in attendance improvement are those where both the proportion of students gaining and the average gain of the improvers was higher for students served or not by the CBO.

In School 3, a somewhat lower proportion of the students served by OS (57%) had attendance gains, compared to the proportion of students not served by OS (69%), but the average gain was higher for the OS gainers (+18%) than the non-OS gainers (+10%).

A very large proportion (84%) of the students served by Project SMART in School 3 improved their attendance, but these students, whose prior year attendance was already high, had a very low average gain (5%). Of the students not served by SMART in School 3, 55% improved their attendance, with an average gain of 18%.

Whichever of these ways the data are sliced, units in School 3 met the chancellor's objective of at least 50% of students improving their attendance. All of these results for School 3 are impressive and throw further light on the dimensions of the improvement in the school.

Good Shepherd in School 7 met the objective with 57% of the students it served improving their attendance, compared to 34% of the students not served by Good Shepherd in the school, though the improvers served by Good Shepherd had a lower average attendance gain (+12%) than the improvers not served by Good Shepherd (17%). We will show in more detail later that Good Shepherd was working with students in a mini-school that also seems to have been a positive factor for students' attendance and course achievement.

Both Grand Street in School 10 and Northwest Bronx Coalition in School 1 had a higher proportion of students served by them improving their attendance than students not served by them in their respective schools, and in both schools the average gain of the improvers was higher for the students served by the CBO than for the students not served by the CBO.

A larger proportion of students served by Aspira in School 8 (44%) improved their attendance than of students not served by Aspira in the school (31%), but in this case the rate of attendance gain was the same for both groups of improvers.

Attendance change

Students served by OS in the 7 schools had the same average loss of attendance (-6%) as targeted students not served by OS in all of the DPI schools together (-6%), but this loss was somewhat higher than the loss for students not served by OS in its seven schools (-3%). (See Table 4-21).

In School 12, students served by OS had no loss of attendance (0%), while students not served by OS had a substantial loss of attendance (-7%).

OS served a majority of the targeted students in the one school, School 3, in which there were attendance gains for students overall. However, students not served by OS in this school had about the same magnitude of attendance change (+3%) as the students that were served by OS (+4%).

In School 9, both OS students (-1%) and non-OS students (-3%) had relatively low attendance losses.

In the remaining schools, the numbers of students not served by OS were too small to allow individual comparisons.

Project SMART was located in five high schools. SMART did not emphasize attendance outreach, but gave social responsibility to students who participated in its program. The attendance of students served by SMART decreased by about the same amount (-3%) as the attendance of students in these same five schools who were not served by SMART (-4%), but somewhat less than the attendance decrease of all DPI targeted students not served by SMART (-6%).

In just two of the schools, School 1 and School 8, SMART students' attendance change was less negative or more positive than the change for students not in SMART.

In the one school where there was a substantial attendance gain, School 3, it occurred for both SMART and non-SMART students, as it had for both OS and non-OS students.

In School 5, where there was the largest attendance loss for SMART students (-8%), there was also a substantial loss of attendance for students not in SMART (-6%), including students served by another CBO, Manhattan Valley (-9%).

These patterns point to differences in the effectiveness of each of the two major CBOs in one school compared to another. In addition to differences in program implementation, the data suggest school-wide influences on attendance. The CBOs may themselves have been contributing to this, but the CBOs did not account for attendance differences alone.

The remaining eight CBOs each operated in only one of the DPI schools.

In some cases, students served by a given CBO had markedly less negative attendance changes than students not served by the CBO in the same school, especially students served by Aspira (0%), Good Shepherd (0%), and the Northwest Bronx Coalition (-1%).

In several cases, the students served by a given CBO had higher losses than students not served by the CBO in the same school, notably Urban Adventures (-13%), Pius XII (-13%), and Operation Futures (-12%).

For most of the CBOs working in just one school, then, there seems to have been in 1987-88 either a strong match or a strong mismatch to the attendance needs of the students.

We have compared these findings for 1987-88 with the findings we reported in Year Two for 1986-87. There is virtually no consistency between the two sets of results. Whether it was an Operation Success or Project SMART program in a specific school, or one of the CBOs that was located in only one school, a program that was obtaining relatively positive results with students in one year was just as likely as not to have been obtaining relatively negative results with the students in another year, and vice versa. This points to school-specific factors that schools and CBOs have to deal with on an annual contingency basis. Routines that may have been developed to work in one year are not guaranteed to work in another, and failure in one year can precede reconstruction that leads to more success in the year following.

Courses passed improvement

In the 7 Operation Success schools overall, 45% of those students served by the CBO who had previously failed a course, compared to 37% of the relevant students not served by the CBO, had gains in percent of courses passed in 1987-88. (See Table 4-22.)

In the 5 Project SMART schools, 50% of the students served by SMART who had previously failed a course gained in courses passed, compared to 39% of the relevant students not served by Project SMART.

In several schools, half or more of the students served by the CBO who had previously failed a course had gains in courses passed in 1987-88: Northwest Bronx Coalition in School 1 (56%), Manhattan Valley in School 5 (56%), Good Shepherd in School 7 (53%), Project SMART in School 5 (53%), Operation Success in School 9 (52%), Operation Success in School 3 (50%), and Project SMART in School 3 (50%).

Courses passed change

For students served by Operation Success overall, the change in courses passed (-3%) was a shade less negative than the change for all students not served by OS in the seven schools (-5%.) The change for students not served by OS in all 13 schools was -4%. (See Table 4-23.)

OS students gained in proportion of courses passed in three schools. In School 4, where virtually all targeted students were enrolled in OS, students experienced a relatively large gain in courses passed (+9%). The changes were smaller, but in both cases more positive than the changes for students

not served by OS, in School 12 (+3%) and School 9 (+2%).

OS students' rate of passing courses dropped substantially in two schools where virtually all of the targeted students were enrolled in OS, School 2 (-12%) and School 11 (-9%). OS students had more negative changes than students not served by OS in School 3 (-8%).

Thus it can be seen that courses passed results for OS were very different according to the schools in which OS was located. Since, as will be shown below, courses passed rates changed most favorably for students who participated in activities with a strong academic thrust--mini-school, blocked programming, PM School or other instructional enrichment--the outcome for OS students depended partly on whether they also participated in an academic activity. In School 2 and School 11, however, students who participated in academic activities did not fare better academically than nonparticipating students, and OS students in these schools similarly did not do well academically. In these schools, neither school nor CBO services seemed to contribute to students' success in passing courses, or to improved attendance.

In the remaining eight schools, results were quite varied for students served or not by the CBOs.

Courses passed change scores were more positive for students served by the Northwest Bronx Coalition in School 1 (+4%), by Good Shepherd in School 7 (+1%), and by Aspira in School 8 (0%), compared to the losses sustained by students not served by these CBOs in their schools.

Courses passed change scores were much more negative for students served by Urban Adventures in School 8 (-26%).

What were the attendance and courses passed outcomes for students who participated in the various DPI activities?

As explained in Chapter 3, the activities each student was to receive from DPI staff were checked on the rosters of targeted students in the fall and updated in the spring. We have carried out a variety of analyses of the relationships between activities and outcomes. The most specific analysis has looked at the outcomes for students-in-activities for the fall only, the spring only, and a combination of fall and spring. Students who were dropping out were over-represented in the fall only activities, and survivors were over-represented in the spring only activities, so it is difficult to assign further meanings at this level of specificity.

School-level analysis

The first level of analysis that we report combines the data for fall and spring, but looks at outcomes for activities in each

separate school. Results from this analysis are reported in Table 4-24. For the purpose of pinpointing the effects of different activities, we regard this as a particularly important table. The table is included in this report first of all as a representation of a kind of data that should be available to each school on a timely basis for formative evaluation of its program and activities. The table shows the variation of outcomes that occurred for most of the activities and thereby underscores the necessity of each activity's being evaluated in the context of each school.

Because Table 4-24 includes data only for the evaluation sample, it greatly under-represents the numbers of students who might have participated in the different activities in the schools. (The evaluation sample includes 41% of the students targeted for services in the 10 DPP schools and 34% of the students targeted in the three AIDP schools.) Since the evaluation sample was randomly selected from the full rosters of targeted students, we can presume that the proportions of students in different activities, as well as outcomes for these students, are fairly accurate reflections of the total rosters, with some qualifications that are stated below.

Since Table 4-24 reports results only where both prior-year and present-year attendance or courses passed data were available for at least ten (10) students, one sees more starkly what might have been noticed in Table 3-7, that there was strong variation in how many of the DPI activities were implemented in one or another school. Every school except School 1 reported both individual and group guidance. However, in addition to these activities, schools reported as few as two and up to eight of the fifteen activities other than counseling, for at least ten students with outcome data in the evaluation sample.

If one next inspects the outcomes for the total sample of targeted students in each school, i .e., "all targeted students," it is apparent that there was no simple relationship between the number of different activities implemented and the level of the students' performance in 1987-88 or its change from 1986-87. For example, while School 13 implemented only three activities other than counseling and had a large attendance loss in 1987-88, School 3 also implemented only three additional activities but had a substantial attendance gain.

Table 4-24 also shows that there was considerable variation in how many students were included in a given activity in one school or another, for example the job-employment program.[2]

---

2. In this report, we refer to the DPI "part-time job program" or "AIDP jobs program" as the "job employment program," to emphasize the fact that students received a wage for work at the job. Facilitators may have checked this category for job-related activities with a token level of pay, for example, the educational internship sponsored by OS, which was meant to be checked off as "career education and job training;" this seems to

Activity club enrolled at least 87 evaluation sample students in School 7 but as few as 11 students in School 9. As noted in Chapter 3, the evaluation roster check-offs seem to under-represent the numbers of students receiving some services, for example, job employment program. On the other hand, the sample probably overestimates the number of students receiving some other services, in so far as a student checked off as scheduled for a particular service may not have been in the school enough to be regarded as actually receiving that service, for example, mini-school.

Table 4-24 shows the potential variety of activities that could be combined for a given student in a given school. The table does not reveal how many students received various combinations. Table 3-8 does show more abstractly the proportions of students receiving different numbers of these services in the different schools and Table 4-29, below, will take up the question of what impact greater or lesser numbers of services had on attendance and courses passed outcomes. A further complication that the high school logs address to some extent is that a given activity, for example transitional class, may involve more than one service function, such as attendance outreach, alternative education, and guidance.

A given activity was associated with quite different outcomes in different schools. For example, consider the results for mini-schools. Attendance in 1987-88 varied between 51% for mini-school participants in one school and 67% in another; attendance decreased from the year before by -16% in one school but -2% in another. Similarly, courses passed by mini-school students in 1987-88 varied between 21% in one school and 43% in another; the courses passed change was -12% in one school and +11% in another.

These differences are a reflection of many factors, some of which can be induced from other data in this report and others of which have been suggested by observations.

1. Prior characteristics of the students varied between different mini-schools. For instance, 1986-87 attendance was 54% for mini-school students at School 7 but 76% for students in the mini-school at School 6. School 4 selected in-school truants or class cutters for some of its mini-school classes.

2. Activities involved different policies and practices at different schools. For example, special curricula were created for the students in the mini-school in School 4,

---

have been what happened in School 11, for example. Conversely, the evaluation sample in School 6 included no students in the jobs program, although a substantial number in School 6 in fact participated in the jobs program.

while in School 5 the curriculum was the same as for other comparable students in the school. Grading practices seem to have varied between the schools.

3. How different services were coordinated around a given activity varied from school to school. Specifically, the CBO in School 7 coordinated its counseling closely with the mini-school, while the CBO in School 6 had no relationship to the mini-school, which drew on guidance services available through the students' cluster.

4. The school context in which an activity was situated was very different in the different schools. For example, the attendance of students not targeted for services at School 4 fell drastically in 1987-88 over the same students' attendance in 1986-87. Discharge rates for not-targeted attendance-eligible students varied fairly substantially among the schools; in School 13, this rate was 23.6% while in School 9 it was 49%.

Elsewhere in the report, the findings underscore how little impact overall the DPI seems to have had on students' attendance and courses passed. Here, we are recognizing the possibility of each school's examining the results for its own activities and evaluating them relative to its own situation, in the context of other things happening or needing to happen in the students' lives and the school environment.

Program-level outcomes associated with activities

Table 4-25 shows the aggregate attendance and courses passed results for student participating and not participating in the different activities, but separately for the Dropout Prevention Program and the AIDP school-with-CBO program. As in Table 4-24, this analysis combines the students who were enrolled in the fall only or the spring only with those who were enrolled for the full year, except in several cases that are footnoted. At this point, when it is already apparent that school-level factors were involved in the relative success or failure of one or another DPI unit, it will obviously not suffice just to look for more general patterns for activities. We will identify in this text the schools in which results were available for at least 10 students enrolled in the relevant activity and in which the results showed a positive average gain in attendance or courses passed.

DPP activities and attendance. The only activities in the DPP that were associated with positive changes in attendance for the program as a whole were adult tutoring (+6%), the job program (+3%), and on-campus enrichment (+1%).

Very few students (16) were involved in adult tutoring, most of them in School 7 (+6%).

The job program selected some of its students in the spring on the basis of their having good attendance in the fall, while prior year attendance had been a criterion for getting a job in the fall. Still, one notices that students in some other activities had had comparably high attendance in 1986-87 but did not gain in attendance in 1987-88: activity club (1986-87 attendance 73%, change -3%), peer tutoring (75%, -5%), and DPP-sponsored class (74%, -6%), compared to the job program (74%, +3%). It seems likely that the job program was itself an incentive for maintaining or improving attendance. Students had attendance gains in two of the three DPP schools that had at least 10 students participating, School 10 (+10%) and School 7 (+6%).

On-campus enrichment occurred mostly in the spring in three high schools. This means it was likely to enroll students who had better attendance at mid-year. In School 3 (+6%), students participated in a video poetry program. Students participating in on-campus enrichment at School 12 had a gain in attendance (+5%). In School 7 (+1%), students participated in a Business Careers Course; the course was federally funded for "at-risk" students, but it was recorded as a school service to targeted students.

DPP students with a blocked academic program had a substantially greater loss of attendance (-10%) than students who did not have a blocked program.

AIDP activities and attendance. In the AIDP, only peer tutoring was associated with a positive gain in attendance (+3%) for the program as a whole. AIDP students participating in career education and job training (-1%), on-campus enrichment (-1%), and the job-employment program (-2%) had low losses of attendance compared to students not participating in these activities.

Very few AIDP students were involved in peer tutoring (13 students) and on-campus enrichment (12 students).

Career education and job training for students at School 4 (-2%) involved students going to a CBO-operated off-campus site, while at School 9 (+3%) students attended a program arranged at a neighboring vocational high school.

Students participating in a job employment program at School 9 had a low loss of attendance (-1%), while at School 4 (-6%) it was greater.

Two AIDP activities had exceptionally large attendance losses.

AIDP students in a mini-school program had a substantially larger attendance loss (-16%) than students who did not participate in a mini-school. The mini-school in question

was implemented in School 4 in the spring, and appears to have enrolled students who were having attendance problems in the fall.

Students in an AIDP off-campus enrichment program lost attendance (-13%). Many of these students were enrolled in School 4 (-20%) in the fall only. Program problems may have been led to the low enrollment in the spring.

DPP activities and courses passed. Table 4-25 also shows the percent of courses passed by targeted students participating in different types of activities. Gains in courses passed were associated with four activities.

Students tutored by adults had a substantial gain in courses passed (+11%), but grades were available for only 17 participating students, most of them in the spring term in School 7.

Transitional classes resulted in a gain of 6% in courses passed. The average change was positive in just two of the four DPP schools in which transitional classes were implemented with more than 10 students: School 12 (+8%), and School 3 (+7%).

A GED program resulted in courses-passed gains for students in two of the three schools that implemented it, School 13 (+11%) and School 12 (+7%).

Students receiving career education and job training had a gain in courses passed (+4%). Positive changes occurred in two of the three schools in which at least 10 students were involved, School 12 (+12%) and School 8 (+4%).

Students in the job employment program had no net change in courses passed (0%). There were gains in schools which had fewer than 10 students represented and in School 7 (+4%), while students in the other two schools that had more students in a job program had a net loss in courses passed.

A mini-school program resulted in a slight loss in courses passed (-1%). Participating students increased their proportion of courses passed in two of the four DPP schools with this activity, School 13 (+15%) and School 7 (+3%).

The remaining activities for DPP students were associated with losses in courses passed: blocked academic program (-3%), DPP sponsored class (-3%), health program (-5%), ongoing individual counseling (-5%), ongoing group counseling (-5%), activity club (-6%), case management (-6%), and peer tutoring (-7%). These results varied from school to school. Situations where there was a gain for students in percent of courses passed included PM School at School 6 (+1% for DPP sponsored class), a health program at School 5 (+13%), group counseling at School 12

(+5%), and activity club at School 5 (+4%) and at School 12 (+9%).

AIDP activities and courses passed. Gains in courses passed were associated with several activities in the AIDP program, all of them having some academic emphasis.

Participation in a GED program resulted in a very large gain in courses passed (+45%), but these grades were for only 13 students. (Here and elsewhere, these may be grades for students in transition into a GED program. Once a student has been discharged to a GED program, grades are not recorded for the student.)

Career education and job training was associated with substantial gains (+17%). Students had gains in two of the AIDP schools, School 9 (+34%) and School 4 (+13%), but not in the third.

Peer tutoring resulted in a gain in courses passed (+5%), all of it in School 9.

Blocked academic programs were associated with gains for participating students in the AIDP model overall (+4%). However, although substantial numbers of students participated from all three AIDP schools, the gains were concentrated in School 4 (+10%).

The jobs employment program had a slight gain in courses passed for participating students overall (+2%), but the gain occurred for students in only one of the two schools with the activity, School 4 (+27%). A large loss in School 2 counterbalanced this gain.

Off-campus enrichment produced a slight gain in courses passed for participating students overall (+1%). Students had gains in two of the three schools, School 9 (+13%) and School 4 (+5%), counterbalanced by a very large loss (-39%) in School 2.

Transitional class had no net gain for participating students overall (0%). However, there was a substantial gain for the students in School 9 (+15), while students lost in the other two AIDP schools.

Other activities were associated with losses in rate of courses passed: ongoing individual counseling (-1%), ongoing group counseling (-1%), and on-campus enrichment (-6%). Fewer activities were associated with losses in courses passed in the AIDP program than in the DPP program. These results also varied from school to school. Students in School 4 had gains (+10) associated with individual counseling and group counseling.

DPP activities and credits earned. Table 4-26 shows the number of credits earned and the total number of credits accumulated by students in each activity implemented in the DPP and AIDP programs. It should be remembered that total credits accumulated reflects the grade level of the students participating in an activity as well as the relative success of the students within the grade. Figures 4-1 and 4-2 relate the number of credits earned to the change in percent of courses passed for the DPP and AIDP programs respectively.

Students participating in six DPP activities earned more credits than students not participating in these activities: activity club, adult tutoring, on-campus enrichment, job program, DPP-sponsored class, and peer tutoring. (See Table 4-26.)

Of these six activities, only adult tutoring was associated with a gain in proportion of courses passed. (Figure 4-1, Quadrant A.)

Three others were associated with changes in rate of courses passed that were less negative than the average change for all DPP students: on-campus enrichment, job program, and DPP special class. (F4-1, A.)

The two remaining activities in which students gained more than the average number of credits were ones in which the average student had a more negative change in rate of courses passed than the change for all students: activity club and peer tutoring. (F4-1, D.) These two activities, then, appear to be ones participated in by students who enrolled in more courses than the average student but who did not necessarily do better overall than they would have without the intervention.

Several activities in which students received fewer credits than nonparticipating students did result in a higher gain in proportion of courses passed: career education and job training, GED program, and transitional class. Students with these activities may have had a greater experience of success, although they progressed toward their degree at a slower rate, usually in fact too slowly (perhaps excepting GED, see Chapter 5) to be able to expect to graduate from high school. (F4-1, B.)

There were also two activities in which students earned less than the average number of credits and had a relatively small loss in percent of courses passed: minischool and blocked academic program. (F4-1, B.)

Finally, several activities were associated both with students earning fewer credits than nonparticipating students and with students having a net loss in proportion of courses passed: ongoing group counseling, ongoing individual counseling, health program, and case management. Students in these activities were at similar levels of prior performance as students in the fewer credits/increased pass rate category, but the activities

accomplished less for them academically. (F4-1, C.)

As we have already seen above, these general patterns varied much from school to school. We are illustrating here a kind of thinking that needs to be done, rather than stating that there was a categorical relationship between credits earned and percent of courses passed.

AIDP activities and credits earned. In the AIDP model schools overall, there were eight activities in which participating students earned more credits than nonparticipating students: on-campus enrichment, activity club, job program, peer tutoring, transitional class, GED program, and ongoing individual counseling. (See Table 4-26 and Figure 4-2.)

> Activities in which students both earned more than the average number of credits and increased their rate of passing courses included activity club, job employment, career education and job training, peer tutoring, and GED program. Students participating in transitional class gained more credits than non-participating students, but did not increase their proportion of courses passed. (Figure 4-2, Quadrant A.)
>
> Activities associated with students gaining more credits than nonparticipants but dropping in proportion of courses passed included only on-campus enrichment. (F4-2, D.)
>
> Students earned fewer credits than nonparticipating students, but gained in courses passed, if they were in a mini-school program, a blocked academic program, or off-campus enrichment. (F4-2, B.)
>
> There was no activity for which students both earned fewer credits than nonparticipating students and lost in courses passed. Individual and group counseling had marginally negative results on both of these indices, but they included most students in the AIDP program, so the results reflected virtually all of the variables.

Because there was so much school-level variation in the outcomes of any activity, it would be invalid to conclude at this point that certain activities would be more profitable than any others to continue in the DPI. Students who had more difficult prospects for improvement were assigned more to some activities than to others. The fact that activities might have been combined with others, and might need to be combined in new ways in the future, is another reason not to rank activities out of context at this time.

Major types of activities and attendance

Because some of the types of activities seemed to be closely related, we have created combined or major types of activities as follows:

Special academic program: GED, transitional class, mini-school, blocked academic program.

Instructional enrichment: adult tutoring, career education and job training, DPP sponsored class, on-campus enrichment, off-campus enrichment.

Affiliation: peer tutoring, activity club, health program, student leadership.

Individual counseling: ongoing individual counseling.

Group counseling: ongoing group counseling, case management.

Job employment: job employment program.

It is appreciated that the activities in each category may be very different from one another in many respects, but they tend to have some structural resemblances which the categories try to capture.

Attendance. Table 4-27 shows the attendance change for students receiving the different major types of DPI activities.

For the DPP, job employment was the one type of activity that was associated with an attendance gain. However, there was also a slightly less negative difference in attendance change in favor of students participating in an activity, compared to nonparticipants, for instructional enrichment, affiliation, and ongoing individual counseling.

For the AIDP, results of the different activities were much more mixed. Again, there was one area associated with an attendance gain, this time student affiliation. Students in the job employment program lost less attendance than students who were not in this program. The students who had group counseling had a larger loss in attendance than the relatively few students who did not have group counseling. What is particularly obvious in this case might also apply in others, that the assignment of students to group counseling might have been a consequence as much as the cause of their losing attendance.

Courses Passed and Credits Earned. Courses passed and credits earned in 1987-88 for students participating in the different major types of activity are shown in Table 4-28.

Students in the DPP gained more credits in 1987-88 than non-participants if they were enrolled in instructional enrichment, student affiliation, or the job employment program. In all three cases, the credit differences were proportional to differences in the percent of courses passed in 1987-88. In two of the three cases, instructional enrichment and job employment program, the participant students lost less in percent of courses passed, between 1986-87 and 1987-88, than non-participant students. These activities are the most likely, at this general level, to have contributed positively to students' credits earned.

DPP students in a special academic program had a gain in percent of courses passed compared to non-participants, but had had a much lower percent of courses passed the prior year; further, they earned less than half the credits earned by non-participants.

Students who were relatively highly at risk on the basis of prior performance were concentrated in special academic programs and, to a lesser extent, in individual and group counseling, while students who were relatively less at risk were found disproportionately in instructional enrichment, student affiliation, and the job employment program.

In the AIDP schools, participant students earned more credits than non-participants in five activities: special academic program, instructional enrichment, student affiliation, ongoing individual counseling, and job employment program. The courses passed change was more positive, or less negative, for participant students in four cases: special academic program, instructional enrichment, ongoing individual counseling, and job employment program. In the first three of these four cases, the students had very comparable courses passed rates for the prior year; therefore it is most likely that these three activities, special academic program, instructional enrichment, and ongoing individual counseling, had a positive impact on students' rate of earning credits.

AIDP students who were relatively less at risk were found disproportionately in student affiliation and the job employment program, though both of these involved small numbers of students. Differences between participants and nonparticipants in special academic programs and instructional enrichment were not as pronounced in the AIDP as in the DPP.

Total Number of Major Types of Activity

Table 4-29 shows the attendance and courses passed outcomes associated with students having been enrolled in zero to six of the major activity types: special academic program, instructional

enrichment, affiliation, individual counseling, group counseling, and job employment. Results are provided for the DPI overall, the two programs, and the three models.

What one notices first of all is the relatively low numbers of students who received services of three or more types. For the DPI as a whole, about 45% of the students were listed for three or more of the six types of activities for some time during the school year; 55% were listed for two or fewer of the activity types, including 35% who were listed for just one or none of these basic types of program activity. These proportions varied among the models. In the modified systemic model, 40% received three or more types of service, 12% received two types, and 48% received one or zero types of service. In the modified CBO model, these proportions were, respectively, 40%, 28%, and 32%, and in the AIDP school-with-CBO model, the proportions were 62%, 25%, and 13%. (These percentages have been calculated from the frequencies shown in Table 4-29. Because the frequencies are based not only on the services recorded but on the availability of outcome data, they correspond approximately, but not exactly to the frequencies reported in Table 3-8.) The intensity of categories of services to students was highest in the AIDP school-with-CBO model, in which school and CBO staff were expected to serve all students, and lowest in the modified systemic model, in which school and CBO staff tended to distribute services to different students. However, as noted in Chapter 3, there were again variations in the intensity of services between schools within models.

Attendance.

The relatively few students who received four, five, or six services in the DPP had less loss of attendance than students receiving fewer services in the DPP. However, the students receiving five or six services had had substantially lower attendance than the other students in the previous year and thus regression to the mean might be involved. Students with four services had the same prior year attendance that students receiving two services did, but the attendance of students with four services was better in 1987-88 than that of the students with two services.

A similar pattern obtains in the AIDP data, except that the students receiving more services tended to have attended school more in the previous year.

In both the DPP and the AIDP samples, students who received three services had the same attendance loss as students who received no services. When the DPP and AIDP data are added together, there is a tendency for students with more services to have had lower losses of attendance, except that students with no services had an average attendance loss.

Overall, then, there is a weak trend in the data for greater

services to be associated with greater attendance gain, but several specific findings are inconsistent with this trend.

Courses Passed.

For courses passed, there is a somewhat stronger pattern when the data for the DPP and AIDP students are combined. (Table 4-29.) Students receiving four or more services had positive changes in proportion of courses passed, while students receiving three or fewer services had negative changes. These trends appear in the data for the programs separately, although for each program there is one level of fewer services that was associated with a relatively low loss in courses passed.

These results give a little support to the idea that students will fare better with more services than with fewer services. However, some students need fewer services than others. From this point of view, the ideal finding of an evaluation would be that all students had gains, though some had received more services than others. Given that services were not adequately available for many students in the program in Year Three, the situation was something more of a natural experiment in which equally needy students received different numbers of services. All of this is very abstract, however, and the data available do not allow a sufficiently precise measurement of student need or of services received to pursue this proposition further.

What outcomes resulted for students with different initial characteristics?

Overall, it appears that outcomes were more responsive to initial student characteristics than they were to program activities. This is a common finding in evaluations, but it indicates that the program by and large has failed to change or interrupt the course of events that called for an intervention in the first place. Still, the patterns of outcomes around different student characteristics can suggest strategic foci for intervention. In the DPI, the patterns found in Year Three are very similar to the ones reported for Year Two, which adds to the argument for regarding them seriously.

Table 4-30 shows the attendance and courses passed outcomes for students with various initial characteristics. Table 4-31 reports the credits earned in 1987-88, the total accumulated credits at the end of the year, and the rate of discharge as dropout in 1987-88 for students with the various initial characteristics. In Table 4-32 we show which student characteristics were modal and which had the highest rate, for discharge as a dropout from the DPI overall and from the individual high schools in 1987-88. Table 4-33 shows the attendance and courses passed outcomes for students at different

levels of prior attendance and courses passed. And in Table 4-34, we report the attendance and courses passed outcomes for students meeting different program selection criteria.

Sex

Males and females both attended school 64% of days in 1987-88. The males had had a slightly better attendance rate the prior year, and so for them the change in attendance was somewhat greater (-7%) than the change for the females (-5%). Despite attending at the same rate, males passed a lower percent of courses (40%) than females (46%) in 1987-88. The loss, however, was somewhat greater for the females (-5%) than for the males (-3%). The differences between male and female students' course achievement were not quite as strong in 1987-88 (Year III) as they had been in 1986-87 (Year II). Since there were no interventions aimed at altering the pattern, it is likely that this variation represents a slight difference in the program populations for the two years.

Males earned an average of 4.2 credits in 1987-88, while females earned an average of 5.1 credits. At the end of the year, males had accumulated a total of 10.9 credits, compared to 12.2 for females.

Males were discharged as dropouts in 1987-88 at a somewhat higher rate (18.6%) than females (16.0%).

An analysis of variance to be reported below shows that sex of students does not predict attendance or courses passed for this sample of students after previous attendance and courses passed have been accounted for. This suggests that the already existing differences between males and females were not intensified during the program year. Still, the differences in male and female students' academic attainment argue that interventions with male students to support them in more pro-achieving behavior would improve their performance and the climate of the school for males and females alike.

Years overage

Students who were zero years overage, or at the expected age for their grade in school, attended school and passed courses at the highest rates of all categories of overage. At the same time, these students had a drastic loss (-13%) in rate of passing courses compared to the previous year. A fraction of this is due to the fact that about a third of the at-age students were incoming to high school in the ninth or tenth grade, while successively lower proportions of one- to four-years overage students were new to high school; and, as shown below, incoming students had much greater losses in courses passed than returning students. On the other hand, two thirds of the at-age students were themselves returning; their losses represented regression to

the mean not just in the statistical sense but in a real sense of their becoming more like the other, already failing students in the school with the passage of time.

Attendance in 1987-88 declined between zero years overage (76%), one year overage (67%), and two years overage (59%), when it reached the level observed also for three years (58%) and four years (59%) overage--presumably somewhat above the lowest level at which students could still be sustained on the school roster, since our figures include students who were dropping out during 1987-88.

Course pass rates declined similarly, from 59% for students at-age, 47% for students one year overage, 37% for students two years overage, and 31% for students both three and four years overage. In addition to the loss of -13% for students who were zero years overage, this represented a loss of -11% for students who were four years overage--a convulsion that might reflect the difficulty of sustaining academic behavior in high school at that age.

Students at each level of overage between zero and three years earned successively fewer credits in 1987-88, and had accumulated fewer credits overall at the end of 1987-88. There was a slight rise in these statistics for students four years overage, who had started the year with stronger academic records than the students three years overage.

The lowest rates of dropping out by overage were for students who were one year overage (5.2%) or zero years overage (8.2%). The rate doubled for students who were two years overage (17.0%), doubled again for students who were three years overage (34.4%), and increased still more for students who were four or more years overage (39.6%).

One could ask which is cause and which is effect, students' being overage and passing fewer courses, or students passing fewer courses and being overage? Research that has recently been carried out in a number of major cities in different regions of the United States shows conclusively that retention in a grade leads to greater rates of dropping out in later years than promotion of students with similar academic profiles. It is important both that students at-age receive the supports it would take for them to stay on grade in high school and that students in the elementary and middle schools have programs that will enable them to stay on grade before they matriculate in the high school.

The GED program does give a new chance for overage students to achieve a high school diploma. Relatively few targeted students were checked of as participating in a GED activity in most of the DPI high schools, but a substantial number achieved New York State Equivalency Diplomas through School 4. We will discuss this special situation below.

Grade level

Average attendance in 1987-88 was successively higher in grades nine (58%), ten (66%), eleven (74%) and twelve (85%), reflecting the greater proportion of students at each higher grade level who had been successful in the previous grade(s). Average percent of courses passed increased similarly from grade nine (32%), to ten (45%), eleven (60%) and twelve (77%). There was no pattern in the change scores for the grades. Special Education students' attendance (68%) and courses passed rate (50%) most resembled the rates for 10th graders.

Repeating the pattern found for attendance and courses passed, credits earned in 1987-88 were successively higher for grades nine (3.5), ten (5.1), eleven (6.8) and twelve (7.8), while Special Education (5.1) resembled 10th grade.

Students were discharged as dropouts most in grade nine (20.0%), next in grades ten (14.9%) and eleven (12.4%), and least in grade twelve (1.9%). Special education students dropped out at the highest rate of all (22.2%). The rate at grade eleven is particularly striking, given that the students had progressed this far before dropping out.

Prior high schooling

Students who were returning to high school and students who were new in high school attended at about the same rates in 1987-88, and at exactly the same rates in 1986-87. Both categories of students passed courses at a rate of 42% in 1987-88. However, for the returning students, this meant a slight loss in percent of courses passed (-2%), while for the new students the loss was large (-17%). About two-thirds of the incoming students were in the ninth grade and another quarter were in the tenth grade. A much stronger support system for new students is needed in both the ninth and the tenth grades.

The loss in percent of courses passed for new students had been even larger in 1986-87, when it was -22%. It could be that there was some reduction in this loss for new ninth graders especially, particularly in School 9, as a result of interventions for these students,

Staff in the schools have often remarked that the problem lies in the middle schools' having promoted students who did not belong in the high school. What is needed, then, is not just social promotions, but a coordinated effort, involving both the high schools and the middle and elementary schools, to adapt the curriculum to students' needs and aptitudes at every level.

The rate of discharge as dropout for students who were returning to their high school (19.0%) was more than twice the rate for students who were new to their high school (8.6%).

Promoted from previous grade

Students who had been promoted from a previous grade attended school in 1987-88 at a substantially higher rate (73%) than students not promoted (58%) and passed courses at a commensurately higher rate (52%) than students not promoted (35%). For the promoted students, however, there was a large loss (-11%) from the rate of passing courses the previous year, while for the not-promoted students there was no change in rate of passing courses (0%). From still another angle, this demonstrates the difficulty of students' maintaining successful performance in these schools.

Previously promoted students earned 6.1 credits in 1987-88, while not-promoted students earned 3.6 credits for the year.

Students who had not been promoted the previous year were discharged as dropouts at a much higher rate (22.8%) than students who had been promoted the previous year (8.6%). It is striking, however, that such a high proportion of students who had been promoted became dropouts the following year!

English proficiency

As we have already explained, we created the category of "marginal English proficiency" (MEP) to include two groups of students not recognized by the official categories: students who had a LAB test score from 1986-87 or 1987-88 that was greater than 20 but less than 40; and students for whom there was an indication in the Board of Education records that they had been given a standardized test in a language other than English. There turned out to be relatively few students in these categories in the high school compared to the larger proportion we found in the middle school, which leads us to think that a more thorough testing program might identify other students with marginally proficient English in the high school.

LEP students earned more credits (6.6) in 1987-88 than MEP (4.4) or EP (4.4) students. LEP students had accumulated the most credits by the end of the year (13.6), with EP students accumulating an intermediate number (11.3) and MEP students the least (10.6).

MEP students attended school at the same rate (63%) as English Proficient (EP) students (63%), which was substantially lower than the rate for LEP students (76%). MEP students passed courses at a slightly lower rate (39%) than EP students (41%), which in turn was much lower than the rate for LEP students (56%). The greatest losses were incurred by MEP students for both attendance (-8%) and courses passed (-8%). Some of these differences may be accounted for by the fact that a larger proportion of the MEP students (22%) were incoming to high

school, compared to EP students (17%) and LEP students (11%). This would also relate to the finding that MEP students were discharged as dropouts at a lower rate (10.8%) than LEP students (14.3%) or EP students (18.2%).

What we notice is not just the need of the MEP students, but the relatively successful performance of the LEP students. In a substudy to be included in the longitudinal final report, we have found that both Hispanic and non-Hispanic LEP students had higher attendance rates and did better academically than MEP or EP students. The fact that LEP students' attendance was higher than that of either English proficient or marginally English proficient students says that these students were engaged more in their school programs, not just that grading was adjusted to the students.

High school variations in characteristics of students discharged as dropouts

Just as there were different outcomes for a given activity in different schools, there were also different outcomes associated with student characteristics. Table 4-32 shows that the modal (most frequent) student discharged as a dropout from the program overall was male, but that in Schools 5, 7, 9, and 10 there were more targeted female students dropping out than males. In three of these schools, Schools 5, 9, and 10, females were also discharged at a higher rate than males, while in School 7 it was the greater preponderance of female students in the targeted population overall that accounted for more female students being discharged as dropouts. Conversely, in School 2, although females were discharged as dropouts at a higher rate, a higher number of males discharged as dropouts reflected there being more males in the targeted population at School 2.

Overall, the modal targeted student discharged as a dropout was three years overage. However, in 7 of the schools, the greatest number of students discharged as dropouts were two years overage. In School 13, both one and three years overage were modal. For the DPI as a whole, targeted students who were four or more years overage were most likely to be discharged as dropouts. However, no individual school had as many as 10 students four or more years overage in the evaluation sample, and the highest rates reported for the schools are all for three years overage, except in School 1 and School 9, where students who were two years overage were most likely to be discharged as dropouts.

Finally, for the DPI overall the largest number of students discharged as dropouts were ninth graders in 1987-88. In several of the schools, however, the largest number of dropouts were in the tenth grade, while in School 13 the largest number were in grade eleven. Students in special education were most likely to be discharged as dropouts in the DPI as a whole, but this held at the individual school level only in Schools 7 and 11, again

mostly because of the small numbers of special education students in the evaluation samples in the individual schools. In the majority of the schools, 9th graders dropped out at the highest rate, but in Schools 3 and 4, 10 graders had the highest rate, and in School 13 it was 11th grade targeted students who were discharged at the highest rate.

These variations seem to point not just to differences in the student populations, but also to different school practices or cultures. Girls and younger students may be more at risk of being discharged as a dropout in some schools, and boys and older students in others. It may be that tenth grade is a greater obstacle to students in some schools than in others, or that ninth grade is relatively easier than ninth grade in these same schools. These observations are not firm, but raise questions to be asked in the living context of each school.

In every school, the greatest number of students discharged as dropouts were returning to the school and had not been promoted the previous year. English proficient students were discharged in the greatest numbers and at the highest rates for the DPI as a whole and in all of the individual schools, but the numbers of LEP or MEP students in the evaluation sample were too small at the school level to reflect rates reliably for these students.

1986-87 absences

In both the DPP and the AIDP program, students who had attended school at successively lower rates in 1986-87 attended at proportionally lower rates in 1987-88. (See Table 4-33). In both the DPP and AIDP, students who had been absent from 75 to 180 days in 1986-87 increased their attendance in 1987-88 by 4%. The one difference between the programs was that students in the least absence category for 1986-87, 0 to 19 days absent, attended school at a higher rate in 1987-88 if they were in the DPP program (88%) than if they were in the AIDP program (83%).

Also in both programs, students who had been absent more in 1986-87 failed more courses in 1987-88.

1986-87 course failures

In both the DPP and the AIDP program, students who had failed courses at successively higher rates in 1986-87 passed courses at proportionally lower rates in 1987-88. In both programs, students who had failed 60 to 79% of their courses in 1986-87 passed a somewhat higher percent of courses in 1987-88, and students who had failed 80 to 100% in 1986-87 passed a substantially higher percent in 1987-88.

What these findings on attendance and courses passed show is that students at the lower end of high school performance were

improving some, but generally not enough to assure them of high-school completion, while students at the upper end of performance tended to be losing a lot of ground.

Selection criteria

DPP staff checked students' eligibility for the program on various indices listed on the roster sheets. AIDP staff did not check the criteria very discriminantly and therefore only the DPP data are reported in Table 4-34.

Students who were checked as meeting the criterion of 40 or more absences in 1986-87 had a much lower attendance and courses passed rate in 1987-88 than students not checked for the criterion, but a somewhat smaller loss from the year before than students not so checked. A similar observation applies to students who were checked as being eligible because they were LTA in 1986-87.

Students who were checked as eligible on account of cutting or course failure in 1986-87 again had a lower attendance and course passed rate than students not so checked.

Students who were checked as eligible in 1986-87 but not in 1987-88, or were checked as at-risk referrals, did better in attendance and courses passed in 1987-88 than students not so checked. This was also true of students checked as meeting no criteria.

For every criterion, students who were not checked either as meeting or as not meeting the criterion in question had attendance and courses passed rates intermediate between those of the two definite categories.

Regression to the mean could explain most of the changes in a positive or a less negative direction for different groups. The findings overall seem to demonstrate the ability of staff to identify students at risk on various criteria, but not a capacity to alter substantially the performance of the different groups.

Regression Analyses

Regression analyses have been performed entering students' prior attendance or courses passed, background characteristics, the major types of program activity, and the individual schools.

Attendance

Results of a regression analysis for 1987-88 attendance are reported in Table 4-35.

Attendance in 1986-87 explained 37.2% of the variance of

1987-88 attendance for all students in the evaluation sample.

Background characteristics added another 1.7% of variance explained. Only LEP status (+) entered into the final equation at the $p<.001$ level of significance, while promotion (+) and overage (-) entered at the $p<.01$ level.

Major types of service added a further 1.7% in variance explained. Job employment (+) entered into the final equation at the $p<.001$ level, while affiliation (+) and instructional enrichment (+) entered in at the $p<.01$ level.

Schools added 2.6% more variance. School 3 (+) entered at the $p<.001$ level and School 7 (-) came in at the $p<.05$ level. In an analysis that entered schools before services, School 3 continued to add significantly, but School 7 was no longer significant and School 9 now added significantly with a positive Beta weight.

This analysis demonstrates that prior attendance was far the most powerful variable influencing 1987-88 attendance. Several student characteristics and several types of program activity made some further contribution to attendance and students' attendance was strongly advantaged if they were in School 3.

These results for the whole DPI evaluation sample were essentially the same as results of an analysis for the DPP sample separately. However, when a separate analysis was done for the AIDP sample, prior attendance accounted for virtually all of the variance explained, with only academic program (+) adding variance at even the $p<.05$ level.

Courses passed

Results for a regression analysis for courses passed in 1987-88 are reported in Table 4-36.

Courses passed in 1986-87 explained 30% of the variance in 1987-88 courses passed.

Student characteristics added 2.2% of variance for courses passed. New to high school (-) and overage (-) both entered into the final equation at the $p<.001$ level of significance.

Major types of activity added only 1.7% of variance for courses passed. Instructional enrichment (+) entered in at $p<.001$ and job employment (+) and affiliation (+) entered at $p<.01$.

Schools contributed 2.4% of variance. School 4 (+) entered significantly into the final equation at $p<.001$ and School 9 (+) and School 12 (+) entered at the $p<.05$ level. In an

analysis that entered schools before activities, School 1 (+), School 6 (+), School 11 (+), and School 3 (+) also entered in at the .05 level or stronger, suggesting that in these schools it was the students who participated in the significant activities who accounted for the schools' contributions to gain.

When this analysis was done separately for the DPP sample, the results for student characteristics were similar to the findings for the total DPI sample. Schools explained no variance, while activities explained 2.5% variance, specifically instructional enrichment (+), affiliation (+), and job employment (+).

When the analysis was done separately for the AIDP sample, the only student characteristics that explained significant variance were overage (-) and new to high school (-). School 4 (+) entered at the $p<.001$ level and School 9 (+) at the $p<.01$ level. No activities entered significantly into the final equation.

Courses passed in the previous year was, similarly to prior attendance, far the most powerful influence on courses passed in 1987-88. On top of this, students who were new to high school or overage passed fewer courses in 1987-88. The activities participated in, rather than which particular high school students were in, mattered more to courses passed outcome in the DPP at this gross level of generalization, while in the AIDP the school a student was in mattered more than the particular activities, again at this very gross level of generalization.

Our previous analyses, looking at specific activities in specific schools, have shown that there were variations that might have been quite meaningful in their context. These can only really be understood by the direct participants and observers of the activities in question. Ultimately, this argues for school-site management of the program. The more qualitative observations reported in the next chapter will throw some light on the relevant situations.

Changes in School-Wide Attendance, LTAs, Dropouts, and Suspensions.

Our Final Report on the High Schools for Year Two stated succinctly the case for expecting some positive school-wide changes as outcomes of the DPI.

> All schools in the Dropout Prevention Initiative provided direct services to a target group of students in 1986-87, but in the ten DPP high schools, there was also an explicit focus on school-wide improvements. These particularly had to do with changing a school's responsiveness to at-risk students, but more generally were concerned with improving a school's overall climate. In one or another school, the DPP

> fostered changes in the organization of the school, added school staff -- teachers, guidance counselors, and family workers -- or brought community-based organizations into the school. The program sponsored attendance outreach and incentives, addressed school order and security issues through an automated entry system and conflict mediation, and added instructional options before, after, or during the school day. The level of funding which schools received from the Dropout Prevention Initiative did not allow for extensive school-wide changes, but in the schools of the DPP modified systemic model especially, program components were often directed toward more students than simply a targeted at-risk group. (Grannis et al., 1988, p. 54)

This rationale might apply even more to Year Three, in so far as there was an even greater emphasis on systemic change in the DPP central administration's work with principals. In Year Two, school-wide attendance, dropout, and suspension statistics lent some support to expectations for positive outcomes. What results do we find for Year Three?

Using the figures that include LTAs in the attendance calculation, we see that in 1987-88, most of the schools in the DPI had losses in attendance that varied from slight to substantial. (Table 4-37). The largest losses were in School 4 (-5.4%) and School 6 (-3.5%). Five of the six schools in the modified systemic model had some loss in overall school attendance. Attendance gains occurred in four schools, School 12 (+3.8%), School 3 (+2.8%), School 2 (+1.6%), and School 5 (+1.5%), including two of the four schools in the modified CBO model.

In School 2, this result is strikingly different from the substantial loss (-14%) that was reported above (Table 4-12) for attendance-eligible, not-targeted students in the school. The findings suggest a polarized situation, where the school is improving for some students and worsening for others. In School 12, by contrast, the attendance losses of not-targeted, eligible students (-3%) were smaller than the losses for these students in most of the schools. In School 5, there was no loss for not-targeted, eligible students (0%) and in School 3 these students had an attendance gain (+1%). In School 5, however, targeted attendance-eligible students had a substantial loss in attendance, -5%. Schools 3 and 12, then, seem to have had the most general or systemic attendance improvement.

In School 4, there were substantial losses for both targeted and not-targeted, eligible students (Table 4-12 again) as well as for the school more generally. School 4 even has a substantial attendance loss (-2.1%) when LTAs are excluded from the calculation. School 4, then, exhibited systemic attendance decline in 1987-88. In School 6 also, there were attendance losses for both targeted and not-targeted students and a loss of attendance for the whole school including LTAs (-3.5%). However, when LTAs are excluded, attendance held steady (+0.4%). School 6

then appears to be a relatively viable situation for some students while it is a worsening one for others.

Attendance is generally reciprocal to the proportion of LTAs on a register. Table 4-38 shows that the percent of LTAs increased somewhat in most of the DPI schools. In fact, the direction of change in percent of LTAs was opposite to the direction of change in attendance for 11 of the 13 schools, as would be expected. Schools 4 and 12 both had a large increase in percent of LTAs on register. Conversely, Schools 3 and 5 had a slight decrease in percent of LTAs. The only exceptions to the pattern were Schools 7 and 9, which had both decreases in percent of LTAs and decreases in attendance; still, the changes were very slight for these schools.

About half of the schools had decreased percents of students discharged as dropouts and about half had increased percents of dropouts. (Table 4-38.) The changes are again fairly reciprocal to the changes in percents of LTAs, as more LTAs on register might reflect the fact that fewer are being discharged. Comparing the changes in dropout percents for 1987-88 (from 1986-87) with the changes for 1986-87 (from 1985-86) reported in Year Two, two of the schools with large decreases in percent of dropouts for 1987-88 had had large increases in this percent for 1986-87 (Schools 2 and 13), while two others with large decreases in 1987-88 had had slight decreases in 1986-87 as well (Schools 1 and 7). Our analysis of dropout discharges for attendance eligible students (Table 4-11) showed relatively low rates for both targeted and not-targeted students in School 1, but not in School 7.

> School 1 thus appears to have the strongest systemic movement toward reduced dropout discharges.

Of the several schools that had increased rates of discharging students as dropouts in 1987-88, School 9 also had a substantial increase in its rate in 1986-87 and discharged a very high proportion of not-targeted, attendance eligible students in 1987-88 (49%), as well as a high proportion of targeted, attendance eligible students (20%).

> School 9, then, seems to demonstrate a trend toward increased discharge of students as dropouts.

Project SMART particularly focuses on mediation of conflict between students, so it is in the category of Suspensions for Aggression Against Other Students that the effects of SMART would be particularly expected. Because SMART was implemented only in the DPP, Table 4-39 furnishes data on suspensions for DPP schools only. From the table it can be seen that the frequency of the suspensions in question was generally comparable in 1987-88 between schools that did and did not have SMART. The mean was somewhat higher for schools without SMART (53.8) than schools that did have SMART (42.2), but this reflects the especially high rate of these suspensions in School 10.

In most schools that had SMART, the major reductions in suspensions for aggressions against other students occurred when the project was first implemented. In the case of School 5, this occurred in 1987-88. The schools not participating in SMART turn out to have had lower suspensions of this kind from the outset, except School 10. Other influences on the suspension rate can be inferred from the table. For example, the substantial reduction in School 6 in 1986-87, which continued in 1987-88, coincides with the appointment of a new principal. A fairly substantial increase in suspensions for aggressions against other students occurred in School 11 in 1987-88, when again there was a change of principal. The stabilization of the suspension rates in most of the schools suggests that a plateau is reached, beyond which there cannot be a further reduction of the rates without a more comprehensive change in the school environment than Project SMART or a change in school administration represents.

The long-term positive effect of Project SMART on suspensions for aggression against other students is the only general school-wide change that can be attributed to the DPI in 1987-88 on the basis of the statistics examined here. Other systemic effects, for example the gain to not-targeted students from having a PM School, may be too subtle (for instance, by involving a trade-off against attendance) or be too limited to a fraction of the total population of the school, to be captured by the overall statistics. Whether or not this is so, there is clearly no evidence that the DPI in 1987-88 had a general effect on school-wide rates of discharging students as dropouts.

CHAPTER 5

QUALITATIVE OBSERVATIONS AND INTERPRETATION

This chapter draws on surveys, interviews, and observations conducted in Year Three, 1987-88, for the various substudies that are more fully reported in later chapters and appendices. It also utilizes the responses of thirty-five school and CBO staff from ten of the high schools to a Teachers College DPI Staff Survey, a set of open-ended questions about the program in Year Three. These qualitative data are related to quantitative findings reported in the previous chapters.

The comprehensive nature of the problem of dropout prevention

The statistical findings for Year Three raise many questions. They show that students targeted for services in the Dropout Prevention Initiative were, in all but two schools, somewhat less likely to be discharged as dropouts during the program year than students who were not targeted for services either in the DPI or in the larger set of AIDP schools that were not included in the DPI. However, the changes in attendance and rate of passing courses of targeted students were, again overall, only slightly less negative than the changes for students who were not targeted. Students in some program units or activities did progress more than others and this chapter will furnish some of the context for these findings. Still, students generally were accumulating credits at far too slow a rate to envision their graduation from school within a reasonable span of years. At most, two-fifths of the students in the program in 1987-88 were promoted to the next grade or, in a relatively few cases, graduated at the end of the school year. It is necessary to start here with these most general findings, the overall shortfall of the program from the Chancellor's objectives, and to work from this level toward a more specific understanding of what happened and its significance.

Study of early school records of high school dropouts

A project substudy by Jewell reported in Chapter 8 examined the cumulative records of all students, a total of 329, who were discharged as dropouts from one of the DPP high schools in 1986-87, and 400 students selected randomly from all other students on the school's roster, i. e., the students who did not drop out in 1986-87, though they might have in 1987-88 or later. The students discharged as dropouts were found to be a year and a half older on average than the students still in school. Somewhat more than a third of the students in both samples had not attended a New York City public elementary school and were excluded from further study. The two remaining groups of students were not different in the number of elementary schools they had attended, nor were they different in the average age at

which they had entered seventh grade. Forty-three percent (43%) of the dropouts and 40% of the stay-ins were overage upon entering seventh grade. However, 98% of the dropouts and 61% of the stay-ins were overage at the beginning of the 1986-87 school year. These data strongly suggest that, while both groups of students had had mixed results in elementary school and were already vulnerable at the end of elementary school, it was developments while they were in junior and senior high school that were decisive for students' dropping out. The finding points very strongly to the potential importance of the Dropout Prevention Initiative in the middle schools and high schools and the necessity of understanding why the program has not been more successful to date.

Has dropping out simply been deferred rather than removed from the prospects of many of the students? Even if this were so (the forthcoming longitudinal analysis will in fact address this question directly), it might be argued that the program has done the students a service by providing them with a relatively safe environment when they might otherwise have been in the streets. "The program has saved thousands of lives," the first Director of the DPP urged when the then Chancellor suggested that the results in Year Two indicated that the program was a failure. An Assistant Principal in one of the schools, writing about the students who had been assigned to CBO case management in her school, characterised them as

> "a vulnerable, fragile group with a multiplicity of problems. It is likely that these students would have already been LTAs or dropouts. Instead, they at least remain connected to the system and are receiving continual access to services."

The coordinator of transitional programs in one of the schools cited as his program's greatest success in Year Three,

> "We have been able to bring approximately 50% of incoming [LTA] 9th grade students back to school and retained them for the entire year."

A teacher and after-school activities coordinator in one of the schools observed,

> "We have helped employ some truly needing students who have been helped tremendously by a salary and the close contact with positive caring adults. The money meets a practical problem they had endured and the nurturing of the supervisor adds immensely to their self image and attitudes toward work."

Alongside of these views are others that point to limits of these successes:

> "[CBO] has been able to support students returning to school after a long term absence provided that they also find some

academic success in their transitional or GED classes. Those students who are not successful academically or who have multiple problems at home especially pregnancy or small children drop out again. Also, multiple holdovers who are underage for our GED program [but overage for grade] slowly lose interest in their classes and often do not pass again. . . . We have found that individual and group sessions can build self-esteem, but that once they encounter negative experiences academically again, it all falls apart."

A coordinator, making the case for adding much more academic support in the form of flexible programming, new curricula based on divergent learning styles, and extensive mentoring and tutoring, wrote,

"There's no sense in getting students into the building to face repeated academic failure."

Various alternative education programs created for the students--mini-schools, blocked programs, transitional classes, on-campus and off-campus enrichment, career education and job training--clearly responded to just this conclusion. However, in more instances than not, improvement in proportion of courses passed was not matched by gains in attendance. Whether attendance is seen as an index of students' engagement in the school environment, or it is seen as a symptom of unresolved problems in the students' lives outside of school, practices that improve only students' grades, while attendance substantially weakens, raise questions about the adequacy of the school or program response to students, similar to the questions raised about attendance improvement without increased academic success.

Several of the statements quoted above were written with the most vulnerable students in mind. Staff cite dramatic cases in which students from the most difficult circumstances have made it through a program or, in 1987-88, pushed through to graduation. However, there is widespread agreement that students with multiple difficulties to contend with need multiple supports that often seem to be beyond the present capabilities of the programs and the host schools.

Related to this recognition is a persistent belief that it is the most vulnerable students who "bring a school's statistics down," especially former LTAs who have been brought back into the school. Table 4-33 shows that it was indeed the students with the greatest number of absences in the prior year, 1986-87, who had the lowest attendance in 1987-88. This did in fact diminish a school's chances of meeting the Chancellor's goal of 85% attendance for a school overall. However, students with the previously lowest attendance were the only category to show an attendance gain in 1987-88, albeit +4% from only 37% to 41%. Students in <u>all</u> of the remaining attendance categories, whether 0 to 19, 20 to 40, or 41 to 74 days absent in 1986-87, showed substantial losses of attendance in 1987-88. And students in <u>every</u> category of courses failed in 1986-87, from 0% to between

80% and 100% of total courses, lost in percent of courses passed in 1987-88. From the standpoint of attendance change and courses passed change, which are the essence of the Chancellor's goals for the Dropout Prevention Initiative, the program and the schools were failing targeted students generally. It is the statistics for all of the groups of students, not just the ones with the lowest previous performance, that make the schools and the program look bad.[1]

Where does one begin in trying to sort this out? One place is with the observation that is virtually a slogan in one of the schools, "Every student is at risk." This statement seems to be confirmed by the results for almost every category of targeted student, when level of prior performance is used to predict risk. The very concept of the DPI is that different supports need to be made available in different combinations for different students, potentially, it turns out now, for every student in the program. Yet a recurrent finding has been that the majority of the students received only a fraction of the services that they might be expected to require. For example, few students in the Job Employment Program (or "Jobs Program") received tutoring or other academic supports. While their average rate of passing courses in 1987-88, 53%, was relatively high for DPI students, and this resulted in a change of 0%, rather than the loss in courses passed experienced by most targeted students, it is clear that Jobs Program students also needed strengthened academic supports.

The analysis of the fall and spring roster check-offs of activities for students, reported in Chapters Three and Four, suggest that the majority of students were involved in two or fewer kinds of DPI activity in a given year, especially in the DPP. The outcomes analysis reported in Chapter Four does not strongly demonstrate that participating in more activities was associated with students' improving attendance or courses passed, so one cannot interpret this finding simplistically. Still, the check-off data and data from a log of services to students, discussed below, indicate that the average student received low levels of service.

Services to students were more concentrated in some contexts than in others.

> In School 7, students in a mini-school program received a combination of academic, attendance, and counseling services that resulted from CBO and school personnel working closely together. Other targeted students in the same school were served by more fragmented units, including case management, a health program, and after-school social activities. The

---

1. Like every generalization we will try to make, this one applies very crudely. The results for each school need to be scrutinized carefully to see which groups of students in which activities might be exceptions to this general finding. This reiterates the importance of Table 4-24 especially.

students in the mini-school did relatively well, while the students served by the latter activities (some may have included some mini-school students as well) did relatively poorly. Still other students in the school's program, in a job employment program and on-campus enrichment, did relatively well. School 7 seems to have been moving toward greater integration of its staff and services overall, and thus what might be emphasized here is the striving to achieve this integration, as much as its absence in part of the school's program or elsewhere in the DPI.

In other schools too, there were pockets of greater integration of services to students, for example around a transitional program in School 3, a blocked academic, career-oriented program in School 9, and a GED program in School 12. These several examples contained both academic and attendance outreach and/or counseling components, and all managed to show improvement or at least check further erosion in both attendance and courses passed. Further questions about the coordination of students' services will be taken up briefly under the heading of "Counseling and Case Management" below.

What emerges from the observations overall is not only the necessity of students' receiving multiple services but the difficulty of assembling and coordinating these services. If one saw the problem only in these terms, however, one would not see the forest for the trees. From a holistic standpoint, the problem is how to relate to the student as a whole person and how to improve the total environment that the school provides for this person's education. Various components of the program and forces impacting on the program can be scrutinized from this point of view.

Linkage and the experience of students making the transition from middle school to high school

We start here because this is where all of the students start. As reported in Chapter 4, students who were entering high school from middle school in 1987-88 had about the same rate of attendance (65%) and loss of attendance relative to the year before (-5%) as students who were returning to high school (64%, -6%). The new students passed courses at exactly the same rate (42%) as returning students (42%), but for the new students this was a serious loss (-17%), while for the returning students it was closer to their rate in the previous year (-2% change).

In Year Two of the DPI, new students had had even greater losses in both attendance (-11%) and in courses passed (-22%). The Year Three results, then, might reflect some improvement for the program. Our analysis, here as elsewhere, is intended to discover factors that might account for either improvement or the persistence of the problems that the program is trying to address.

The attendance and courses passed outcomes point most clearly to the academic trauma that faces many incoming students, as the subjects are more remote and the standards are higher, the students have not been adequately prepared for high school classes, or the students' having to cope with the high school environment for the first time especially takes it toll on their academic performance. We examine this last factor first by looking at high school linkage.

The middle school evalution for 1987-88 found that activities to foster linkage with the high schools got started very slowly in the fall, picked up some in the spring after the high school budgets were funded in late February, and still resulted in less than one linkage activity (0.7) recorded per individual student for the entire year. These activities included various kinds of visits of students to the high schools or of high school staff and students to the schools. The activity that was most often described as valuable for students involved a middle school student's shadowing a high school student for part of a school day.

The majority of respondents to the 1987-88 DPI high school staff survey felt that linkage activities should be increased. Positive comments about the program singled out the fact that the CBO in School 3 also worked in the DPP program in two feeder middle schools and that articulation coordinators in Schools 6, 7, and 9 had developed good relationships with middle schools. Even in these schools, however, staff felt that linkage activities needed to be increased, while in the majority of the schools the statements of need were still stronger. Some of them were couched in terms of the desirability of the school's receiving more information about incoming students from the middle schools, while others stressed more directly the need for earlier and more extensive direct contacts with the students in the middle schools and the need to change the image of the high school. One coordinator wrote,

> The 1987-88 year did not replicate the success of the 1985-86 program. The arbitrary assignment of schools who do not want to come to _____ has resulted in lack of middle school participation and cooperation both this year and in 1986-87. The program occurs late in the spring and thus is even more meaningless.

Using the data collected in three months in 1986-87 to project the level of high school linkage for the year, we estimate that the average targeted student in the cohort that completed middle school in 1986-87 and entered high school in 1987-88 received about one (1.0) linkage activity during their final middle school year. If a disproportionate number of these activities were received by students in their last year of middle school, it could be that the average student in transition received up to two activities in the year, but then also that students in the earlier grades received none. Matched against

the need to make decisions about high schools and to become familiar with the high school environment, the linkage program was transparently as weak as staff themselves alleged it to be. A factor further diluting the impact of the program was that the great majority of the students entering the DPI high schools in 1987-88 had not been targeted for services in the feeder schools in 1986-87.

In 1987-88, the DPP schools had a week of orientation for incoming students before school officially opened. In one school in which it was observed, School 6, a very well planned program included a daily schedule of breakfast, assembly, activities, and lunch. The program included introduction of staff, a slide show about the school, familiarization with the building, writing an essay on "Interests and Activities I Enjoy," sports, etc. Upperclass students were employed as mentors in the program. On the opening Monday, 85 students and 6 parents attended. On subsequent days, the attendance went down some, but it increased again for a culminating barbecue on Friday. Program staff reported that the average attendance was about 75. About 600 new students eventually registered in the school, but at the time of planning for the orientation about 500 students had been identified and were mailed announcements. Of these 500 letters, about 150 were returned as having the wrong address. Program staff judged they had succeeded with 80 students. This was about 13% of the actual enrollment of new students and about 23% of the students who might have received the invitations. The observer in the previous year, 1986-87, when a one-time orientation night was first held in this school, found that students who expected to be in the school's college-bound or business programs attended in much higher numbers than students in the more remedial PREP and transitional programs. Thus, the sorting out process seemed to begin, or to continue from middle school, at the outset of the high school experience. Various observations in classrooms at the beginning of both school years were consistent with this conclusion. The orientation seemed to demonstrate further the difficulty of reaching the students who needed contact the most, even when the activities were well planned and executed and were manifestly appreciated by the students who attended.

Interviews of students entering high school from middle school

An evaluation substudy by Reich, Stewart, and Westheimer, reported in Chapter 9, interviewed students making the transition into four of the DPP high schools, two modified systemic and two modified CBO, including both the high school with the orientation described above and the high school in which a CBO worked also with two feeder middle schools. As reported in detail in Chapter 9, the process of trying to identify the sample of students for this interview revealed how few students had been targeted both in the high school and a feeder middle school. Out of the 785 students who had been targeted in the terminal grades, eighth or ninth, of the eleven feeder middle schools, 256 (33%) appeared on

the fall rosters of the four high schools and 72 (9%) were targeted for services during their first year of high school. The study interviewed 34 new students, of whom 24 had been targeted for services in one of the feeder middle schools.

Very few of these students reported going on tours of the high school either the spring before, during orientation, or during the first few weeks of school. The interview of new students was deliberately designed to tap into what the students themselves were thinking and feeling about school, rather than just their answers to set questions about the program. None of these students spontaneously mentioned the Dropout Prevention Program or any of its units. Ten major themes emerged from a content analysis of a first round of interviews with all 34 students and were followed up in a second interview with 18 of these students. The bad reputation of their school was a prominent theme, though not all of the students felt their school deserved this reputation. Students talked a lot about the violence that occurred in their schools; whether a student was scared, maintaining a reputation, or just trying to get through the day, most students described their schools as places in which trouble of some form was inevitable. Security guards were discussed in terms of issues that included security vs. roughness or arbitrariness, and curtailing vs. escalating violence. Navigating the school's physical structure and academic structure was a major difficulty beginning with the first days of school. Other themes of the interviews included good teachers vs. bad teachers, respect and disrespect between adults and students, peer interactions, involvement of the students' families in their school life, reasons why students drop out of school, and suggestions for the improvement of school. The report of the study concludes on the following note:

> In an attempt to focus on the transition from intermediate/junior high school to high school we asked the students to describe the differences between these two. While many students described their high schools as less than satisfactory, they characterized their junior high schools in even more negative terms. For better or for worse, high school is now their place. The recommendations that students make for changes in content, process and structure of the schools might be heard as an attempt to envision an environment in which the pressure to be someone else, out of fear or boredom, is mitigated, and a sense of belonging is developed. (Chapter 9, p. 7)

A house plan was begun in the ninth grade in most of the schools in 1987-88, in part to foster this very sense of belonging that the students wanted. The evaluation did not collect data on the houses directly, but has inferred from fragments of information that their relationship to the program was very varied. In School 3, the collaboration of school and program personnel to plan a Ninth Grade Spirit Day was seen as one of the year's major successes. In School 12, houses were created but targeted students in the DPP transitional classes

were thought to have their own support program and were not included. A similar situation seems to have existed in School 5. In School 6, the cluster program already in place was thought to be the equivalent and a forerunner of the house plan, but, as suggested above, the clusters strongly resembled a tracking system. The evaluation learned less about the house plan in other schools. Judging from the interviews of students and the outcomes for targeted students, the houses were a move in a needed direction but were not yet having a strong impact on targeted students except in School 3 and, in some unintended as well as intended ways, in School 6.

School security

The most positive comments about security from staff responding to the TC survey focused on Project SMART, while the most negative comments focused on the security guards. For example, the following comments came from two different schools:

> There is insufficient security and ineffective security. We do not have enough security guards and we have a high absentee rate. In addition, some [guards] do not perform their duties. The SMART program is effective--students are getting involved as trainees.

> SMART program effective in reducing suspensions, etc., but security system is still essentially confrontational and reactive (referrals, deans, etc.), rather than therapeutic and preventative.

Significantly, staff's comments about guards were very similar to the comments by students. In still another school, staff wrote,

> They [security guards] are not professional and do not act as authority. They become friends to the students and permit the students to get away with things if they are friends.

Virtually the only positive comment about security other than about SMART was the following, from yet another school:

> Wish we had been able to implement conflict resolution we funded for two years: problem was internal administrative conflict, not program. Again this is the direction the H. S. Division is now taking. However, our funding of additional deans services (on every floor) has considerably improved school tone and thus facilitated academic functioning.

Suspensions based on "aggressive acts against [other] pupils" were dramatically reduced in School 5, which began Project SMART in 1987-88. Both the quantitative and qualitative evidence on Project SMART suggest that this project has made a

positive contribution to school security. Although no staff mentioned it in the surveys, the automatic entry system, also funded by the DPP, might have helped improve security. The fact remains, however, that many students perceived a high level of violence in the schools. Both the interviews of new students cited above and the Year Two survey of targeted high school students have demonstrated this. If the aim is to reduce absences and increase students' engagement and success in school, then still more comprehensive measures, potentially involving all school staff and students, need to be taken to improve school security.

Study of the social order of a transitional class

The evaluation substudy on "The Structuring of Conflict Events in an Urban High School" by Westheimer (Chapter 10) throws more light on this question. Concentrating on the students in just one transitional class in one DPP school, extensive ethnographic observations and interviews were carried out to study students' interactions with each other and with adults in various settings of the school. "Conflict" or fighting was not what the investigator set out to examine, but what emerged as a central theme in the observations and interviews.

Part of the importance of the study lies in its discovery of a regular structure that characterized the unfolding of conflict events. They began with a confrontation and were followed by a reaction which turned into verbal banter, labeled by students as a 'dis' (for 'disrespect'). If an intervention then took place, its most crucial feature was whether or not it conveyed respect to the original actor(s). The presence of an audience was highly significant. The type of intervention and the presence of an audience were critical components in predicting whether the resolution of the conflict was a fight or not a fight.

At one level, this study clarified the positive effect that Project SMART was having, including in this school. Students were learning and being empowered to intervene with respect instead of to serve as an audience for a developing fight. At the same time, the study demonstrates that much more is involved than just the behavior of selected bad actors or individuals. Fighting and defending or avoiding were seen to be central to the meaning of relationships, between students and staff as well as between students and each other, in the school environment. The generality of this finding was confirmed by questioning students about fighting in all four of the high schools included in the interviews of new students. The significance of the 'dis' finding is that students' own experience of disrespect from others lay at the core of fighting. One predicts that as more and more staff and students learned to relate to one another with respect, then the incidence of conflict would be further reduced and a different, more positive culture would be created in the school. Security, in the profound sense, is the concern of everyone and not just of guards or student mediators. Looked at

from another angle, the disjuncture between the formal curriculum of the school and the informal curriculum of conflict contributes to students' alienation. The conflict mediation program, by giving students a meaningful role in the school, begins to deal with this and at the same time suggests that much more responsibility for the school environment could be shared with students.

Health

The evaluation is aware of extensive health services being available to students on site in only two of the thirteen schools. School 2 and School 3 both had (and have) a comprehensive health program funded by the Robert Wood Johnson Foundation. School 3 also had/has a LYFE program, one of several in the city that supports young mothers in school, including day care for their infants. At the other extreme, one school did not have even the mandated health coordinator. Other schools had more or less availability of a nurse or a health coordinator, had pregnancy prevention activities, a drug counseling program, or other special services, but nothing approaching a comprehensive health program. A DPP sponsored health activity that combined medical services and health instruction in School 5 was associated with relatively positive attendance and courses passed outcomes for its participants. A before-school physical fitness activity in School 13 was credited with increasing students' self-regard and engagement in school; it was not a DPP sponsored activity. CBO staff in some of the schools reported making referrals for students to outside health agencies. In most of the schools responding, staff indicated strongly the need for increasing health services in the school. Both as adolescents and as residents of low-income, high-risk areas of the city, the students were perceived as having extraordinary health needs.

The point of this is not that the DPP/DPI alone was accountable for the students' health. Quite the opposite, this underscores again the necessity for a strong school environment, in this case the school's health program, as a context for dropout prevention. The evaluation's 1986-87 survey of high school students showed that by far the most common explanation for absence from school was student illness. If good health is a *sine qua non* for successful performance of an activity, and is at the same time the most neglected of the stipulated components of the dropout prevention effort, it may not be possible to achieve the program's goals until substantial improvements in health care are made. Indeed, our using the term 'care' here emphasizes the fact that health may be a crucial dimension through which students experience the caring of a school, or its lack of care, for their fundamental well being.

Counseling, guidance, and case management

As Chapters 3 and 4 have shown, a far greater number of

targeted students were involved in counseling and guidance than in any other DPI activity. Sixty-two percent (62%) of the evaluation sample students overall were checked on the rosters as receiving individual counseling and 51% received group counseling.

Weekly log of services to targeted students

Counseling has been very generally described in Chapter 3. The high school log, reported as a substudy by Jewell in Chapter 11, yielded interesting details about the distribution of counseling and guidance services to a sample of 200 students, 40 each in five of the 10 DPP high schools. (A sixth, DPI-AIDP school was involved, but only logs kept by CBO personnel were returned to the evaluation.) Counseling was the major activity reported in four of the five schools in which DPP staff maintained weekly logs. Half (50.1%) of all reporting was of guidance and counseling contacts, while a further 31.5% was attendance outreach. Individual counseling was the most frequently reported guidance and counseling activity. However, somewhat surprisingly, attendance outreach was the second most frequent activity reported by guidance and counseling staff, and in fact was the activity most often reported by counseling staff in three of the five schools. While one might have expected outreach to have been carried on mainly by attendance outreach personnel themselves, it turns out that guidance counselors and social workers were also heavily involved in writing letters and making phone calls, or in the more personal activity of attendance conferences, if not of home visits. It might have been appropriate that counseling personnel do this outreach, and yet not have been anticipated in the original definitions of roles for different members of the dropout prevention team.

The high school service log recognized that a student in a single activity could be receiving several different services through that activity, for example, attendance outreach and counseling as well as alternative education through a special academic program. However, the service log recorded relatively few students receiving such a package of services. Twenty percent (20%) of the students received four or more general types of services, 33% received 3, 32% were recorded for two types of services, and 15% received only one or none of the types of services. Calculating differently, over half of the students received less than one service of any kind per week. Even though the 200 students whose names were listed on the high school log every week were identified for the evaluation and might thus have been loaded up with services, no one in most of the schools seemed to be monitoring the distribution of services to the students listed. The identification of the CBOs with a "case management" model had particularly implied that services would be coordinated to students served by a CBO. However, only School 7 and School 10, both modified systemic schools, used the 'case management' category on the roster activities checkoff, and thus only 147 students were indicated as receiving case management.

Perhaps it was assumed that case management and counseling were equivalent. Whatever happened, if one uses the term 'case management' to connote a social agency approach that involves, especially, the coordination of services and resources outside as well as inside the school, and then considers that the student must have academic advising as well, the task of mounting and monitoring all of these supports is seen to be very formidable. The services actually provided seem from the record to have been minimal for a majority of the students.

Three quarters of the DPI staff surveyed rated guidance and counseling a '5' or a '4' on a 5 point scale of effectiveness (from low=0 to high=5). Yet two-thirds of the respondents also felt that guidance and counseling services needed to be increased. Staff's remarks are very revealing. Some of them evaluated individuals or organizations positively or negatively. Others made more general observations like the following:

> More meetings specifically about problem topics would benefit students. Group guidance around issues of problem solving, goal setting would be helpful to students.
>
> Our group guidance sessions have proven to be most valuable, particularly with our targeted population. . . Additional block programming of "at risk" youngsters would enable us to reach more students in an effective manner.
>
> Counselors today have to push paper too much. They need to be helped to develop profiles to identify pre-dropout behavior and intervene before the student goes too far astray.
>
> Need more bi-lingual personnel.
>
> Caseloads for CBO workers are very high, approximately 110 students per CBO counselor. The crises in our students' lives are often unremitting and debilitating. We are requesting a [school] AIDP Guidance Counselor to help ease the burden.
>
> Caseload is heavy. They need more [counselors] and not to be so inundated with papers. More time.
>
> Take the big load off one counselor. Giver her 50 kids and [let her] follow them til graduation. Don't overload or breakup established rapports.
>
> It would be helpful if the guidance staff had more time to deal with students on a one-to-one basis.
>
> Currently minimal contact between guidance staff and other staff working with the student. Usually of a crisis, rather than preventive nature.
>
> Team approach to guidance services for incoming students

[is] now being advocated as most effective method by High School Division. This is what DPP has fostered.

Those students who have received the full panoply of [CBO] services have benefitted greatly, but very few students have had skills training. The primary focus has been on guidance, which most likely could be done as well by Board of Education personnel were the funds available to employ them.

DPI staff in virtually every position argued spontaneously that counselors' case loads needed to be reduced. Other comments about paperwork, scheduling, and opportunity to conference with other staff indicated further supports that staff thought would strengthen counseling.

From the evaluation's point of view, the schools cannot afford not to include teachers centrally as advisors and mentors for the students. However, this would require not only the kind of restructuring of the schools that has begun with the house plan, but also staff training and the development of new roles, both for the teachers themselves and for counselors as supports for the teachers as well as for students.

Equally, the schools cannot afford to leave students themselves out of the plan. Students need to be empowered and supported to make responsible decisions, to be a part of the solution as much as a part of the problem. From this point of view, it was perhaps wise not to invoke the "case management" language more. Indeed, the heavy reliance on counseling as an intervention for students could itself be interpreted as defining the situation pathologically, or blaming the victim, when it is the schools and the programs that need to change as much as the students. The DPI itself has increasingly taken this position in calling for a comprehensive and systemic approach to dropout prevention. The function of our statement in the immediate context is not to deny that more counseling resources are needed, but to argue that the solution should not simply be shifted more and more to counseling. Rather, the program may be showing the limits of thinking of the counselor as the primary locus of significant interactions with students, and the necessity of the counselor's functioning on a team, as a few of the comments above especially imply.

Study of minority students' ego identity and racial identity

Stewart's substudy focusing on the ego identity and racial identity of targeted and honors students in one of the DPP high schools (Chapter 12) carried the evaluation's questions into uncharted territory. A review of literature on race and ethnicity pointed out some implications of the majority of students being "minorities" while their teachers are mostly "majorities." A principal finding of the study was that a greater proportion of the Black program or targeted students

sampled were in a transitional state with respect to ego development, racial identity, or both, while a greater proportion of the Black honors students were in a more determinate state, meaning that ego identity and racial identity, at whatever level of development, were more clearly defined for these students. The study suggests that both groups of students, but particularly the more at-risk, targeted students, would benefit from efforts to help them clarify their roles in society. One might think of this work as coming especially under the purview of counseling, but the study broadens this to mean the creation of "environments with a goal of fostering and developing a student's racial and ego identity development." Elements of what is needed are already in place in the form of career education, the jobs program, and the employment of non-white staff by the DPI, but "more systematic and extensive interventions across all schools" are called for.

Attendance outreach

Given that attendance is the pivotal objective and outcome of the DPI, one looks first for distinctive attendance outreach practices in the schools that had the strongest attendance outcomes. This is a frustrating quest. The strongest attendance outcomes were found in three high schools that all used the CBO, Federation Employment and Guidance Service (FEGS): School 3 and School 12, both in the modified CBO model of the DPP, and School 9 in the AIDP school-with-CBO model. However, substantial attendance losses occurred in the other four schools in which FEGS worked, School 1[illegible] and School 13 in the DPP modified CBO model and School 2 and School 4 in the AIDP school-with-CBO model. At the least, it is clear that no particular model, in this case FEGS-with-school, guarantees a better attendance outcome.

The High School Log reported in Chapter 11 throws some light on attendance outreach at School 3. School 3 was the one school in which individual counseling was the most frequently reported activity of guidance and counseling staff, rather than attendance outreach. Still, attendance outreach was the second most frequently reported staff activity in School 3, and was carried out by almost all staff who completed logs, both CBO and school personnel. Furthermore, it was not letters and phone calls so much as conferences directly with students that were recorded by attendance personnel. The log also shows that guidance and counseling staff at School 3 engaged in supervision of student internships--in this case, work experience in school and day-care educational settings--more than in any other logged school and second-most of their own activities. Also, a higher proportion of service contacts were initiated by students at School 3 than at any other school. All-in-all, program staff seem to have taken a strongly personal approach to their work with students at School 3. Perhaps the improved attendance in School 3 was a consequence of this approach.

Within the modified systemic model, attendance outcomes for attendance-eligible targeted students were clearly better than attendance outcomes for comparable not-targeted students in School 1 and School 6 and marginally better for targeted students in School 8 and School 10. Attendance outcomes were clearly worse for targeted than for nontargeted students in School 5 and not different for targeted students in School 7. At the same time, it was only in School 1, of all the modified systemic schools, that targeted attendance-eligible students did not themselves have a substantial loss in attendance. We cannot specify attendance outreach practices that might have been associated with the relatively smaller losses in some schools. Many factors are potentially involved, for example, the fact that targeted students at School 1 were substantially younger than targeted students at School 5, and vice versa. What is important first of all is the finding that there is a difference from one school to another. A more action-oriented research carried out collaboratively with school and CBO staff would be more likely to discover ways to make a difference in each school.

Staff survey respondents had relatively few comments on attendance outreach. The most common of these was that the number of family workers needed to be increased to make possible more home visiting. A few staff remarked that family workers in their schools were involved in paperwork, were used for other tasks by the principal during the crucial first month of school, and in some instances never left the school building. Both of these perspectives focus more on the attendance outreach personnel as having their own, unique job, while other comments emphasize the coordination of attendance outreach with other functions:

> Many students are contacted but more systemization of how they are referred is necessary. Furthermore, perhaps more people could do outreach for smaller groups of students.

> A more coordinated approach should be done. Teachers should supply us with names on a daily basis. Calls should be made at various time by both [CBO] and teachers. Follow up should also be done.

> [Need] some liason between attendance and appropriate programs to plug the student into, once they are brought back to school.

Attendance outreach was reported or observed just as heavily in schools in which students lost more attendance as in schools where they lost less. For example, attendance outreach, including a substantial amount of home visiting, was the activity reported most heavily on the logs for School 10, while attendance-eligible targeted students in School 10 had the largest attendance losses of comparable students in any school. Perhaps the fact that the attendance outreach at School 10 consisted mostly of letters and phone calls rather than more personal contacts is relevant. However, the evaluation of the

DPP in the middle schools had very detailed data on attendance outreach and found no correlation between the number of phone calls, letters, or attempted home visits, and attendance improvement. Since there were documented cases in which attendance outreach clearly was responsible for bringing students back in school, one had to infer that the outreach had a further alienating effect on some other students, while still others came back into the school but found the same reasons they had found before to leave again. All of these possibilities are likely to obtain in the high school as well. Perhaps the point to stress most strongly is, as with counseling, the potentially important role of the teacher--not just in attendance outreach as such but in outreach to convey a more pervasive sense of caring for the students' well being. This again points to the necessity of restructuring the schools, with the attendance outreach personnel and the guidance and counseling personnel alike functioning collaboratively with the teachers.

Study of processes used by schools to monitor student attendance and discharge students

In a substudy by Riehl that will be included in the longitudinal final report, extensive interviews of staff in eleven of the DPI high schools revealed that an awareness of attendance and dropout rates penetrated deeply into most of the schools. It was also found that "as schools realized that more was riding on their 'numbers,' they learned how to manipulate those numbers better." Despite this, in most schools there was no formal mechanism for the attendance office to know who the targeted students were, and attempts to find and share information about students, while numerous, were not well formalized. The sheer size of the problem, i. e., the number of students who might be absent on a given school day, a lack of up-to-date information on students' addresses and phone numbers, and a shortage of resources, especially telephones, were three main factors that typically had to be dealt with by attendance outreach. A great deal of time was found to be devoted to resolving list-notice cases in the fall, and clarifying LTA cases throughout the year, thus reducing greatly the time that could be devoted directly to "live cases" or students with less severe attendance problems. The study concluded that information systems to support attendance outreach by teachers and counselors (school or CBO) working directly with the students, perhaps in close collaboration with especially trained family assistants, have a better likelihood of reaching students in time than systems that delegated the outreach to less expert staff or more impersonal procedures. Many inventive ways to deal with one or another of the problems summarized here have been documented in the substudy. Finally, the schools varied greatly in their policies and procedures for discharging students, to a GED program and other non-negative discharge, or as dropouts. The calculation with which it is possible for a school to set its dropout rate throws in question the meaning of the statistics included in this report. One has to think, however, that over

the long run the numbers will catch up to the schools, as they do to the students themselves, and thus that the longitudinal perspective on attendance and discharge statistics is absolutely essential.

Alternative education

Evaluation staff observed and/or interviewed students in alternative education settings in five of the 13 schools: the STARS program and a (Lehman Campus) Reservoir Program in School 2; a mini-school in School 5; the Just Community mini-school and the PM School in School 6; a mini-school in School 7; and a transitional class in School 12. This was not a representative sample of the alternative education activities, much less of all the curriculum settings in which DPI students were engaged. The observations did give staff an opportunity to grasp some of the issues staff and students confronted.

The programs observed varied in the extent and manner in which the academic curriculum was adapted to the students. Teachers in the Just Community School in School 6 created new units of study in each year that it was implemented, within the larger Kohlberg just-community framework that itself was novel in form as much as in content. However, students in the program also took courses from regular teachers outside the program. At least some new courses were created for the PM School in School 6, while the structure of the PM School was a marked adaptation to student needs and preferences. In the remaining schools, the alternative education curriculum itself tended to be derived from the curriculum offered in the school generally, but to be organized differently in one way or another. The mini-school at School 5 presented essentially a dilution of curriculum used with mainstream students; (a new curriculum is now being developed for this mini-school). In School 2, the STARS program was even more diluted, but it was packaged in individual assignments that students could complete at their own pace and could make up easily after a prolonged absence. (A similar approach has been described by AIDP staff, but not observed, for some of the mini-school classes at School 4.) The curriculum in the mini-school in School 12 was, again, derived from the regular curriculum, but the four subjects (mathematics and science, English and social studies) were taught by just two teachers. The curriculum of the Reservoir Program at School 2 was similarly organized, but the teachers in this program had very high traditional though positive expectations for the students and required more note-taking in class and more homework. As detailed in Chapter SS, a mini-school was created at School 7 with blocked-programming of four subjects. The mini-school emphasized developing positive relationships between teachers and students, and it involved the CBO to support students, but it was hampered in 1987-88 by space problems and teacher burnout. (The mini-school at School 7 has been much strengthened in 1988-89.)

In the transitional classroom that was the site of the study

of conflict events in Chapter 10, dealing with, or avoiding, conflict seemed itself to be the curriculum as much as the more academically defined course of study. In a sense, this is one of the conclusions reached from the interviews of incoming students reported in Chapter 9. In focusing on "alternative education," it is important not to lose sight of the (once) hidden curriculum that may or may not remain the same when the official curriculum is changed. Except where students got work experience credit, only the Just Community Program in School 6 had an experiential curriculum that was a substantial departure from the more teacher-centered curriculum. However, many of the community meetings even in this program appeared to evaluation observers to be teacher dominated. This was a result partly of the large number of students, four classes coming together, who were expected to participate in the general meetings. It also reflected the conflict felt by program teachers between developmental goals for students and more traditional academic expectations. Students interviewed, however, emphasized the opportunity for them to participate in the Just Community Program, rather than the manipulation of students that evaluation observers stressed.

Study of four blocked programs

In fact, the social environment of all of the alternative education settings that were observed seemed to be of paramount importance to the students. In a study of blocked programs, reported by Gerics in Chapter 13, two especially were characterized by the students themselves as "like a family," the mini-school in School 5 and the Reservoir Program in School 2. As the observer expected, students from the first of these especially valued the teacher-student relationship in the program, while students from the second perceived familial relationships combined with academic challenge. Students in the Just-Community Program felt that they did belong to a community and that they had more opportunities to participate in it than in their regular classrooms. Students appreciated the STARS program accomodation to them but simultaneously debunked it as "junior high" work.

A situation that emerged particularly clearly in the interview study of four blocked academic programs is the good feeling that students who have done relatively well, or at least have remained into the spring, can have about a program, and the reciprocal good feelings of staff who see these students to be a positive result of their work. These, however, are the perceptions of the survivors. The outcomes for them differ sharply from the outcomes for other students who were enrolled in the program in the fall but were not active in the spring. "Is the glass half full or half empty?" was the response of one mini-school coordinator to this observation. It is indeed a difficult question. The evaluation did not interview not-targeted, comparison students who were survivors and had done relatively well in school. However, an evaluation of an alternative high

school linked with a regular NYC high school (that is now in the AIDP program) a decade ago did interview both alternative school and regular high school survivors and found that both sets of students had formed relationships to significant others--a coach, teacher, counselor, administrator, some caring adult in the school, or a parent, sibling, or other relative who could provide steady support for the student's pursuit of schooling.[2] Like a magnet, a program may collect students who are seeking to make school work, but it may not substantially increase the number of these students without exerting a far more powerful attraction than it has manifested so far.

The PM School

The PM School must be especially noted in any discussion of alternative education. Responses from staff in several of the schools suggest that the idea of a PM School is recognized as one of the principal innovations of the DPP. The larger structure of the PM School at School 6, where the idea originated, seemed to foster the positive participation that the evaluation observed in its classes. Students attended the school voluntarily, to make up courses and/or to gain credits toward earlier graduation. They selected their courses in face-to-face registration with the teachers, having the opportunity to find out something about a teacher and a course directly before signing up for it. The School 6 PM School was relatively small, a few hundred students compared with the more than three thousand students registered in the school during the regular day. Thus a guidance counselor could stand in the hall and conduct many transactions with students informally, as opposed to the more bureaucratic process that applied even for crisis counseling in the regular school. Students told the evaluation observer that they attended the classes to get credits, to learn, to stay out of trouble, and because it was interesting. A school survey of students who had dropped out of the PM School (though not necessarily out of the regular school) found that both the students (questionnaire) and their parents (telephone) attributed their leaving most of all to needing to work or being needed at home.

PM School staff themselves emphasized the value of the program for the more at-risk students:

> Although drop-out prevention is targeted for all students, we are especially interested in 9th and 10th grade holdover students. (Spring 1987 program document.)

However, when an evaluation observer requested a breakdown by cluster of the students participating in the program in Fall 1987, he was told that staff did not regularly analyze the roster

---

2. Grannis, J. C. et al. (1981). Interviews of students in the comparison study. Bedford-Stuyvesant Street Academy Evaluation, Report of Phase III. New York: Public Education Association.

in this way. This means that the school did not closely monitor whether or not the PM School was in fact serving the students that it most intended to serve. From the statistics furnished, we estimate that between 20% and 25% of the approximately 300 students actively enrolled in Fall 1987 were 9th or 10th grade holdovers and that between 10% and 15% were 11th or 12th grade holdovers. The program was used particularly heavily by ESL students and their advisors and at least 30% of the enrollment, including some of the students categorized above as holdovers, consisted of ESL students. (Approximately 25% of the total student body were enrolled in the ESL program.) The average prior year attendance and courses passed rates for PM School targeted students (84% attendance in 1986-87, 67% of courses passed in 1986-87) were considerably higher than for the targeted students not participating in the PM School (67%, 31%). Overall, then, the students in the PM School were decidedly less at risk than the remaining targeted students, though a substantial minority of the students in the program were holdovers in their grade.

The AIDP School-with-CBO model

School 4. Far the largest gain in courses passed for targeted students was achieved in School 4 in the AIDP school-with-CBO model. In this school, the average change in targeted students' rates of passing courses between 1986-87 and 1987-88 was +9%; 63% of the targeted students who had failed one or more courses in the prior year gained in the percent of courses passed in 1987-88; and 56% of all targeted students increased their proportion of courses passed, compared to 32% who increased their proportion of courses failed. The statistics are even more striking when the data for targeted and not-targeted attendance-eligible students are contrasted. The average change in courses passed for attendance-eligible targeted students was +15%, while the average change for comparable but not-targeted students was -14%. Attendance-eligible targeted students earned an average of 4.2 credits in 1987-88, while the comparable not-targeted students earned 2.1 credits.

School 4 had exceptionally large losses in attendance. Targeted students in the school lost 11% in attendance between 1986-87 and 1987-88. The attendance-eligible targeted students lost 8% in attendance. Students who were eligible but not targeted lost 23% in attendance! Thus it appears that the gains of targeted students in courses passed were won despite their losses in attendance, but in the teeth of a still larger drain on attendance in the school outside the program. As with every school, we would need to know much more to understand these figures accurately. In particular, the attendance results at School 4 might be affected by two factors, (1) the 4.2% increase in the proportion of LTAs on register in the school as a whole in 1987-88 (Schools 6 and 13 also had large LTA increases), and (2) the large number of targeted students who were enrolled in a GED

program (see below), which required students' attendance for fewer than the full 180 days of the regular school year (thus students attending even most required days might have an attendance loss compared to the year before). The findings in any case virtually demonstrate that the program was highly adaptive to students' circumstances. Specifically, classes for all targeted students were scheduled in the morning, allowing a variety of individual or program-sponsored activities in the afternoon.

Evaluation observers found the general physical environment of School 4, especially its classrooms, exceptionally depressing. The message of rejection that such an environment sends might be a further clue to why the attendance losses were so great. The house system was just being instituted in 1987-88 and lacked coherence, though it is reported to be developing around academic departments in 1988-89.

The coordinator in School 4 has reported that targeted students were assigned to different academic units in accordance with their different attendance patterns. Former LTAs were sent to an "off-campus" career education and job training site maintained by the CBO in the School 4 building. Two program teachers from School 4 were themselves assigned to the CBO site. Each student had a folder of course work that could be completed in fewer days than would be required by similar work in a conventional classroom, or under conventional classroom conditions, which might be quite unproductive for these students. Blocked courses were scheduled in the morning and in the afternoon students had work that was not paid but could produce a course credit. An explanation of some students' lower attendance rates but higher course passing rate would be the practice of assigning students to this site who had been absent for the first month of the year or longer. "To put these students in a regular classroom is like sentencing them to automatic failure."

In-school truants at School 4 were assigned to a mini-school which blocked them into five courses, taught in the same room by different teachers. The classroom was across the hall from the CBO's room, which was meant to facilitate the CBO's working closely with the students to improve their attendance. An observer found the CBO room massive but receptive and always with students present. However, as the new automatic entry system made it possible to hold students more accountable for their attendance, in-school truants apparently absented themselves more from school! Mini-school students in School 4 had a decline of -16% in attendance, at the same time that they had a gain of +11% in percent of courses passed. Since such substantial attendance losses usually mean students are voting with their feet, we have to ask what the gains in courses passed mean. At the same time, one must recognize a very strong effort in the AIDP program at School 4 to make school work for the students. The alternative education arrangements continued to expand in 1988-89 and would certainly merit further investigation.

The GED program at School 4. Almost all of the above about School 4 was written before the evaluation became aware that 61 targeted students at School 4, or 12.8% of the total roster of 475 targeted students in School 4, received a New York State High School Equivalency Diploma in 1987-88. This compares with a total of 6[illegible] targeted students from all twelve of the remaining DPI schools together, who received GED diplomas in 1987-88. These other students had attended a GED site maintained by the DPP in Manhattan. School 4 alone in 1987-88 had a state-approved GED program that was operated by the school itself. GED activity was indicated for 18% of the sample, so it appears that about two-thirds of the students enrolled in the program completed it successfully in 1987-88. Courses passed outcomes were available for just a few students, presumably those who were discharged to the program after the first semester. Attendance outcomes were available for less than half of the sample, which probably reflects the fact that SIS rather than the UAPC collected the attendance data.

The administrator of the School 4 GED Program is both a teacher in that program and a teacher in the regular school, as are other members of the GED faculty. The success of students on the examinations suggests that they received high quality preparation for the exams: seven hours of tests in reading, writing, social studies, mathematics, and science, administered on two consecutive days. Successively higher levels of test scores qualified the students for admission to CUNY two year colleges, CUNY four year colleges, and scholarships to college.

Operation Success provided counseling support for students in the GED program at School 4 (and for students from some of the schools sending students to the DPP GED site in Manhattan).

Other DPI or AIDP high schools have since begun the process of acquiring state-approved GED programs, but the first was in School 4. A key advantage of these programs is that they can accept younger students than the out-of-school programs, for which students must be nineteen years old or in a class which has already graduated from high school.

School 9. At School 9, also in the AIDP school-with-CBO model, targeted students had the second strongest attendance outcome (-1% change between 1986-87 and 1987-88) and the third strongest courses passed outcome (0% change) of all 13 high schools in the DPI. This was accomplished despite the fact that School 9 had the largest proportion of targeted entering 9th grade students of any of the schools. When only attendance-eligible students are considered, targeted students at School 9 had a change of +2% in attendance while not-targeted students had a change of -13%; and targeted students had a change of +9% in courses passed, while not-targeted students had a change of -5%. In School 9, then, courses passed change was congruent with attendance change. Twenty-six percent (26%) of attendance-

eligible targeted students were discharged as dropouts in 1987-88, while 49% of comparable not-targeted students were discharged as dropouts! It is thus very clear that we are looking at a program effect, rather than a more general schoolwide effect on students' performance. (A school's discharge rate, however, might also reflect a press from its borough superintendent to discharge low attending students from the schools.)

The evaluation conducted no observations at School 9. Several survey responses and a telephone interview of the School 9 AIDP coordinator established that a vocationally-oriented program documented by the evaluation in 1986-87 had been expanded. Targeted students attended classes in carpentry, electrical engineering, auto mechanics, and cosmetology at a nearby vocational school, as well as having a blocked program of more academic classes at School 9. A jobs program was less successful at School 9 during 1987-88 and has since been restructured, including a program to place incoming students in community-service positions or to employ them as school aides, in each case for a small daily stipend. A Students with Attendance Problems (SWAP) Program placed older students in a blocked academic program and allowed them to work part-time and earn credit toward their diploma. All of these programs were coordinated by teachers, whose work in turn was facilitated by the AIDP coordinator. An informal survey of regular teaching staff found that first period attendance was particularly abysmal, so CBO staff were involved in making wake-up phone calls to selected classes, which teachers then reported made an appreciable difference. The coordinator remarked that "As you go along, you can make modifications," and "It works best not to try large-scale solutions, but to try something for 12 to 15 students, making sure one has the personnel as each new step is taken." The coordinator also reported that computer staff furnished month-by-month breakdowns of UAPC attendance data that greatly facilitated attendance outreach. Informants perceived that the school had inadequate middle-school linkage, security, and health resources, and that school-controlled attendance outreach and counseling staff needed to be augmented. While the school has been discussed here under "alternative education" to emphasize the program's vocational or career orientation, the pragmatic or experimental and information-using approach that it has taken is equally relevant to the more general discussion of facilitation and school-based management below.

The Jobs Program

The Jobs Program--referred to in Chapter 4 as the Job Employment Program-- was not included under any of the original seven components of the DPI, but we will discuss it here under alternative education. In the Jobs Program, DPI funds were used to subsidize students' employment at a minimum wage for 15 hours a week. The jobs were located and students were placed and monitored by a job developer assigned from staff in each school. Students did not get academic credit for their participation in

the Jobs Program, but the program seems to have brought about important learning about jobs. In 1987-88, the Jobs Program or a similar employment program was implemented in half of the DPI schools. The evaluation surveyed 77 students participating in the program through Schools 6, 10, and 12. Of these, only School 10 had students from the program represented in the evaluation sample. "Jobs Program" was checked off for students from Schools 4, 7, and 11, as well as 10, but in at least some of these cases other programs in fact seem to have been involved.

A substudy reported by Willis and Springer in Chapter 14 examined the impact of the program on the students surveyed in Schools 6, 10, and 12. While the number of male and female students was about equal in the 9th and 10th grades, by the 11th and 12th grades the number of female students in the Jobs Program outnumbered male students. The largest fraction of the students in the sample had jobs that especially involved working with data, for example clerical work. Smaller percents of students worked primarily with people, for example tutoring, or with things, for example building maintenance. Though the majority of students were satisfied with their jobs, the dissatisfaction of students was greater when they had "things" jobs. Students were working to meet their own needs and the needs of their family. Males were more likely than females to say that they would have attended school less if there had not been a Jobs Program, particularly reflecting a greater reported need to earn money for family as well as for self. The major reason students gave for dissatisfaction with their job, including pay, was that the job was not challenging enough. Over three-quarters of the students said they got along well or very well with their boss and a similar majority said they got along well or very well with co-workers. In the students' eyes, having a job had either a positive impact or no impact on their academic motivation. As mentioned already above, about half the students did not receive jobs counseling at school, and only 14% reported receiving tutoring or other special academic help while in the Jobs Program. Half of the students indicated that they (had) had courses in school which prepared them for their jobs; these included word processing and typing, and computer training, math, and record/bookkeeping. While males and females were equally likely to say they had had the latter courses, a greater proportion of females indicated word processing and typing. From various angles it became apparent that the program particularly needed to be strengthened for male students. Overall, the study seemed to substantiate the importance of a job employment program for students, but at the same time to reveal that it was being administered as an isolated element in the dropout prevention effort, rather than coordinated with academic and social supports for all students participating in the program. As noted in Chapter 4, students in the program actually gained in attendance and earned more academic credits than targeted students not participating in the program. However, this reflected the selection of students for the program more than special supports provided by the program, other than the jobs and pay themselves. The goal of improving students' chances of graduating, especially

males, would require integrating the Jobs Program more with alternative education.

Career Education and Job Training

A Career Education and Job Training program maintained by FEGS was participated in by students from most of the schools working with FEGS, but again was represented in the evaluation sample by students from only some of the schools, and was also checked off on DPI rosters for students in similar programs. Students received academic credit for a combination of course work and job experience, sometimes with a token level of pay to cover travel expenses. "Educational internships" included various human services placements. "Job training" focused more on physical occupations. The latter occupation and related skills, for example in jewelry making and refrigeration/air conditioning, were perceived by some school staff as being well adapted to the students, but by some evalution staff who observed the program as menial jobs matched to students' current abilities and situations rather than to careers or professions that promised greater social mobility.[3] Jobs training tended to be used more for students more at risk than the Jobs Program. Program participants gained in percent of courses passed, especially in the AIDP school-with-CBO schools. However, while they earned more credits than the average targeted student in the DPP, they earned substantially fewer than average in the AIDP schools. The question of the level of challenge presented by students' work, and its integration with the curriculum, formulated above in connection with the Jobs Program, is raised in a different form by the Career Education and Job Training Program.

Facilitation

Many of the DPI staff surveys testified to the dedication of coordinators to the goals of the program. Yet in the same school in which one member of staff wrote, "This person sets the tone for keeping us focused and on target to the duties of the team," another remarked, "While individual programs may have merit, they operate in isolation from each other, and the larger school community--resulting in the students having a more effective network than the staff." Several of the schools with larger budgets and perhaps the most over-worked coordinators still seemed to have the least integrated programs. One reason for this seems to have been the necessity of spreading the program out over a large enough group of students to justify the budget. Another reason is that the central Board of Education administration of the DPP, if not of the AIDP, emphasized the implementation of diverse programs rather than the kind of

---

3. For a published analysis of this program by Teachers College evaluation staff, see Gerics, J., and Westheimer, M. (1988), Dropout Prevention. Teachers College Record, 90, 41-60.

accountability to outcomes that might have caused program staff to work together toward mutual goals. There obviously were innumerable goal-oriented problem solving sessions in the schools, some of them around program decisions and some in case conferences, the latter of which were instituted for the first time in some of the schools in 1987-88. Plans generated in the Summer Institute had specific objectives. However, only first steps seem to have been taken in just some of the schools to make systematic use of a data base enabling staff to make periodic evaluations of progress toward meeting program goals. The integration of the dropout prevention program with CSIP (Community School Improvement Plan) in some of the schools could be expected to promote a greater integration of efforts around goals, but this was just getting underway in 1987-88.

One obstacle to meeting the goals of the program was mentioned repeatedly in the surveys. This was the limitations of personnel--first of all not having enough personnel, but also having to include, along with school and CBO staff who were regarded as excellent, other staff who had to be given a position because of seniority, if they were school personnel, or who were the best that a CBO could retain in a low pay and high turnover situation.

A second limitation reported from several of the schools, even after three years, was the indifference or hostility and resentment of non-DPI school staff. Counterbalanced to these were schools where the general tone of the school and the attitudes of staff toward the program were felt to have improved. In still a couple of others, the initial momentum of the program in the school seemed to have stalled. The Dropout Prevention Program central management worked directly with the ten principals to encourage them to support the program in their schools. The responses of the principals varied from strong to weak leadership on behalf of the program and this seemed to correlate with the level of support for the program in the school generally. Though the DPP budget approached 10% of the total operating budget in some of the schools, and constituted a considerably larger fraction of the discretionary funds available to a school, the level of support was not simply proportional to the amount of funding. One predicts that greater accountability of the principals for the performance of both program students and the school population overall would firm up the principals' integration of the program with the school.

Both the services check-off completed by program coordinators on the rosters of targeted students and the service log implemented by Teachers College in five of the schools showed that the majority of targeted students received low levels of service. The services to the average student did not begin to satisfy the mandate of Special Circular #37, that "All targeted students participating in the dropout prevention program should receive the services of all components at levels required for their individual needs." Several reasons for this can be induced from the statistics and field observations.

Units within schools are typically "loosely coupled." Guidance, social studies, and the attendance office, for example, tend to operate independently of each other.

"Case management" might have implied that counselors or social workers would coordinate services for individual students. However, the concept was identified with the modified CBO model, in which most funds went to CBO staff. CBO staff were not in a position organizationally or politically to effect a comprehensive coordination of services for students.

In all of the schools, but especially in the schools with the larger budgets, services appear to have been spread out over enough students to justify the budgets, rather than being concentrated to the level that students needed.

Some students might have been assumed to have required fewer services. This might especially have been the case in the schools using a more systemic approach. The outcomes for targeted students at all levels of prior year attendance and courses passed, however, indicate that the needs were much greater than was recognized.

The Board of Education offices responsible for overseeing the implementation of the DPI in the schools--the Office of the Superintendent for Dropout Prevention, the Office of High School Support Services, and the Office of Collaborative Development and Contract Management--seem to have held the programs in the schools more accountable for implementing discrete services than for the student outcomes that might result from, and require, combining services to provide comprehensive support for individual students. Thus the agendas of meetings of DPP coordinators and principals emphasized implementation of program much more than outcomes.

Study of implementation of the DPP in two schools

A special study of the implementation of the DPP was carried out in two of the high schools and is reported by Sullivan in Chapter 15. The study focused on the development of school-based management teams in two modified systemic schools, called "Hamilton" and "Howard."

The Hamilton administrative team has not only been very actively involved in the DPP, but has fostered shared decision-making at the school as well as at the DPP level. The Howard DPP team speaks of the principal's increasing support and cooperation, but the building administration's involvement has been limited and has not promoted DPP involvement in school site management. The results of the different administrative approaches were apparent at the end

of the third year of the program [1987-88].

> Hamilton's DPP team is growing in numbers and strength. The DPP is being integrated with the Comprehensive School Improvement Plan (CSIP), is being invited to administrative cabinet meetings, and as [new] programs such as the PM School (ninth period) are receiving grants and being incorporated into the building program, the DPP is expanding its efforts to involve more teachers through activities such as staff development. The growth of the innovative mini-school and in the family assistant's role illustrate the team's vitality. The weak spot has been the eventual rejection of all but one of the originaly four community based organizations (CBOs) participating in the program.
>
> In contrast, the CBOs at Howard have slowly become integrated into the school and have become one of the DPP's greatest strengths. Nonetheless, the lack of administrative facilitation of CBO and DPP initiatives has taken its toll. Instead of planning expansion, an innovative CBO director and the DPP coordinator talk of honing already existing programs, and the team is struggling to keep some components alive.
>
> The study of these two schools illustrates the importance of examining the process of implementation of programs in individual contexts and the role of an active, interactive experimental environment that strong, facilitative leadership fosters in developing the alternative structures and programs necessary to reach at-risk students. (Chapter 15)

Our quantitative analysis pinpointed relatively positive outcomes for the mini-school at Hamilton, but also showed that targeted students overall were being promoted at a much higher rate in Howard in 1987-88. Both schools, but especially Howard, had reduced their dropout rates in 1986-87 and again in 1987-88. The apparent inconsistencies between the quantitative findings and the case studies point to two important qualifying facts. One is that the program populations were quite different in the two schools, as was explicated in detail in Chapter 4. A second fact is emphasized in Chapter 15, that the trajectories the study described were just in mid-passage in 1987-88. The program has indeed strengthened at Hamilton in 1988-89 as predicted, and has been greatly weakened at Howard by the loss of the innovative CBO director and other developments.

The more general conclusion that emerges from this and from other contexts noted at various points above is that the dropout prevention effort is still developing in some of the schools out of seeds sown by the DPI. The processes described in detail at Hamilton seem to apply to the contexts in which dropout prevention is gathering strength at other schools, specifically School 3, School 4, School 7, and School 9. At the same time, the review of the various components of the program in this

chapter, together with the outcomes reported in Chapter 4, demonstrate that the intervention needs to be taken to a next stage. The program does need to be developed through school-based management teams, but with much broader involvement of school staff, parents, and community and private-sector organizations, enabled by increased resources and smaller, more responsive school units, and held accountable to improved outcomes for students. This conclusion is elaborated in our chapter on recommendations.

Chapter Six

HIGH SCHOOL PROGRAM COSTS, 1987-88

Introduction

This chapter presents a brief analysis of school and community-based organization expenditures for the Dropout Prevention Initiative in 1987-88. It is meant to address, though it will not completely answer, questions about the cost of implementing the Dropout Prevention Initiative in Year Three and about the relationship between program costs and program outcomes.

The evaluation project relied on several offices at the Board of Education to provide expenditure data; no separate data collection was planned as part of the evaluation for Year Three. Data on school and CBO program costs were obtained from the Office of Collaborative Development in the Division of Planning, Program Development and External Relations, the Office of Administration and Budget in the Division of High Schools, the Office of High School Support Services, and the Dropout Prevention Program's central office. In several cases, the monetary figures represent estimates instead of actual expenditure amounts. This is especially true for the three schools in the AIDP model, and for some costs which were assigned centrally, such as costs for the automated attendance system or the DPP Summer Institute. Therefore, this analysis is one which suggests the general scope and direction of program expenditures, but is not a strict accounting of them.

Although originally intended as a cost-effectiveness analysis, the discussion of program costs is limited to a descriptive analysis rather than an inferential one. When a program does not show positive outcomes, it is of course impossible to show a relationship between expenditures and positive effects, and it would be imprudent to extrapolate from the available information that higher expenditures might help produce higher outcomes. In the case of the Dropout Prevention Initiative, some schools had average student-level outcomes (e.g., in attendance or courses passed) for program students that exceeded those for comparison group students, suggesting the presence of some positive program effects. But those effects largely disappeared when differences between program and comparison group students were controlled for in regression analyses. Therefore, although we present some simple comparisons between costs and effects, we do not present formal calculations of cost-effectiveness ratios.

Community-Based Organization Budgets

Fiscal support for the Dropout Prevention Initiative was allocated to central offices of the Dropout Prevention Program

and the Attendance Improvement/Dropout Prevention Program, to the schools involved in the Initiative, and to the community-based organizations. Central and school budget allocations were quite fluid and changed throughout the year, for example as unexpended funds from one school became available to another. School-level budget figures will therefore not be reported here.

The community-based organizations did receive fixed allocations, through their contracts with the Board of Education. Table 6-1 shows CBO contract amounts for Year Three, along with the increase over Year Two budgets and the targeted number of students each CBO was contracted to serve. The largest CBO allocation was $2,658,190 to Federation Employment and Guidance Service (FEGS) for the seven Operation Success programs. Because the FEGS contract was a single allocation for seven schools, the budgeted amount was divided among the schools proportionately according to the proportion of FEGS' total target population in each school. Under this method, FEGS also received the largest per-school allocation ($537,941 for School 2). The smallest per-school allocation to a CBO was for Project SMART, the conflict mediation program sponsored by Victim Services Agency. This program employed only one staff person per school, and the total budget of $202,166 was divided equally among five schools, so that each school's allocation for the program was $40,433.

Most community-based organizations received allocations for Year Three that were about five percent over Year Two budgets. A major exception was Good Shepherd Services; the budget for this program more than doubled, reflecting an increase in staffing from the level of just one on-site counselor in Year Two. Overall, the total allocation to community-based organizations for Year Three was almost $4 million, representing nearly an eight percent increase over the prior year.

Program Expenditures

Table 6-2 shows program expenditures for Year Three in the thirteen schools (central costs are not included here). Expenditures are broken down into five categories: school personnel costs, OTPS (other than personnel services) costs, Summer Institute costs, automated attendance system costs, and CBO costs. Summer Institute and automated attendance costs are estimates; the other figures are based on Board of Education records of expenditure.

School personnel expenditures were highest in the modified systemic schools, since these schools had relatively more funds at their own disposal, in contrast to the modified CBO and AIDP school-with-CBO models, in which a larger proportion of funding was allocated to the community-based organizations.

Expenditures for the CBOs totaled $3,775,192 in Year Three. This amount was $163,198, or 4%, less than the total contract allocations of $3,938,390. CBO contracts represented 89%, or

nearly all, of the program expenditures in the AIDP model. The Year Two evaluation report on the high schools noted that the AIDP schools implemented a relatively high level of change in students' instructional programs with almost no school-based program funding; the same was true for Year Three. CBO contracts were a smaller portion of program expenditures in the other two program models. On average, schools in the modified systemic model spent 28% of their budgets on CBOs, and schools in the modified CBO model spent 64% of their budgets on CBOs.

The highest total program expenditures were in School 8 ($834,718) and School 5 ($813,783). The lowest total program expenditures were in School 13, $424,277. The expenditures for all thirteen schools totaled $7,541,632 in Year Three.

In Table 6-3, school personnel costs are further broken down into teacher salaries, guidance counselor salaries, student stipends, and other personnel costs. (Fringe benefit costs for school personnel were charged to another Board of Education budget line and are not included as DPI costs. Because of this, total school costs are underestimated relative to total CBO costs.) Looking at the several categories of school personnel costs shown in Table 6-3, it is evident that schools made quite different decisions about whether to use program funds for regular teacher or guidance counselor salaries, for "per session" compensation for staff over and above their regular salaries, or for other purposes. School 6, for example, spent over five times as much on guidance counselors as on teacher salaries, while School 10 paid no guidance counselor salaries from the program budget.

As Table 6-3 shows, a total of $102,963 was paid to high school students through the DPI budget. Student payments were stipends for part-time jobs both within and outside the schools themselves -- as office assistants, computer data entry clerks, child care assistants, building maintenance staff, etc.

Table 6-4 shows the total expenditures for each community-based organization, compared to their original contractual allocations. Operation Futures, the FEGS program in School 8, spent only 81% of its budget; all other CBO programs spent 95% or more of their allocated funds.

It makes little sense to compare the level of program expenditures among schools without taking into consideration the number of students served in each school. Before doing so, however, we offer a word of caution. We have discussed, in earlier chapters of this report, the difficulty in determining the precise size of the target population in schools that establish "systemic" program components -- activities or services intended to be available for all students in a school. Increased guidance counselor staffing, after-school activity clubs, or schoolwide entertainment events are examples of such program components. Program rosters might serve as fairly accurate estimates of the number of students served in the modified CBO or

AIDP school-with-CBO models, where the program populations consisted largely of students served by Operation Success. But rosters are only an approximation of the students who actually participated in the program in the modified systemic schools. Therefore, it is probably unreasonable to compare per-pupil costs across program models, and may be inaccurate to compare per-pupil costs among the modified systemic model schools themselves.

With this caveat in mind, we show in Table 6-5 the average per-pupil expenditures in each school, calculated by dividing total program expenditures by the number of students listed on the program roster. Among the modified systemic schools, School 7 had the highest per-pupil expenditures ($3,002), while School 6 had the lowest ($1,047 per student on roster). Among the modified CBO schools, School 13 had the lowest program enrollment and the highest per-pupil expenditures ($2,571 per student), while School 3 had the lowest per-pupil costs ($1,394). All three AIDP schools had similar per-pupil costs, ranging only from $1,022 in School 4 to $1,345 in School 2.

Table 6-6 shows total costs and per-pupil costs for the community-based organization programs. Since the CBOs did list on their rosters most, if not all, of the students they served through the year, the per-pupil costs of the CBO programs are reasonably well estimated here. The one exception is Victim Services/Project SMART, which listed on its program rosters students who were trained in conflict mediation but did not list the much larger numbers of students who received mediation services through the program.

Average per-pupil costs for the CBO programs were $1,334. The Grand Street Settlement program in School 10 had the highest per-pupil costs, $2,433 per student. Project SMART in School 5 had the lowest per-pupil costs, at just $420 per student on roster. (It is not surprising that the Project SMART roster in School 5 was higher than rosters in the other four Project SMART programs. Over the three years of the Dropout Prevention Initiative, most Project SMART programs have had their highest enrollments in the first year, and then have tapered off.) Five CBO programs had per-pupil costs under $1000, while only two program had per-pupil costs above $2000.

As the right-hand columns in Table 6-6 show, there is little connection between total CBO costs and per-pupil costs. The Operation Success program in School 2 had the highest total program costs, but ranked only sixth in per-pupil costs. Conversely, Grand Street Settlement, with the highest per-pupil costs, was sixth in total costs.

Table 6-6 also shows the number of students each CBO was contracted to serve and the number of students actually listed on their program rosters. Recalling earlier discussions of the multiple reasons why CBOs may have been unable to meet their target enrollment, it is still noteworthy that thirteen of the twenty CBO programs enrolled fewer than their target numbers of

students. In every program that met its enrollment expectations, per-pupil costs were lower than $1200. Per-pupil costs were much higher in the programs that served many fewer students than expected.

Program Expenditures and Program Outcomes

As has already been discussed, a formal cost-effectiveness analysis cannot be carried out in the absence of positive program outcomes. In order to examine whether there are any rough associations between costs and outcomes, we ranked school programs in terms of their total expenditures and three outcome measures, average change in student attendance, in proportion of courses passed, and in percentage of program students who dropped out. Table 6-7 shows these rankings. It is immediately clear that not only is there little association among the outcome rankings themselves, but there is also little association between total expenditures and any of the outcome measures. For example, School 8 ranked first in total program expenditures, seventh in attendance change, eleventh in courses passed change, and sixth in percent of dropouts. School 9, with the lowest total program costs, ranked second in attendance change, third in courses passed change, and eighth in percent of dropouts. These results cast doubt on the notion that there is a clear relationship between program expenditures and outcomes. Other factors obviously intervene, for example the quality of the activities implemented, or their appropriateness for the target student population, or the degree to which they are coordinated and monitored.

Conclusion

Since there were, overall, no increases in average student attendance or proportion of courses passed for the Dropout Prevention Initiative in Year Three, it was impossible to calculate the cost of positive effects in these two domains -- the cost of a percent of increase in attendance, for example. It certainly does not follow automatically from this that further increases in program expenditures would necessarily lead to more positive outcomes and therefore to demonstrable cost-effectiveness. Just within the range of outcomes in Year Three, we have seen that programs which spend more money do not necessarily serve more students or produce higher outcomes.

In the present report we have discussed many ways in which the Dropout Prevention Initiative fell short of what was needed: most students received too few services; services were not tied together in a comprehensive way for most students; program staffing was low; programs were often unable to monitor the progress of individual students or groups of students; services were frequently not coordinated with other school improvement efforts; fundamental changes in the basic instructional programs for many students were not made; and so on. At the same time, we

have argued that there is a limit to how much the needed interventions can be thought of as "services" to students, which by implication are add-ons to school program, rather than as changes in the students' core experience of school itself. We are quite sure that the effort that would be required to develop a program comprehensive and deep enough to result in significant changes for students and schools would need a considerable commitment of resources to do so. However, these resources would have to be of several fundamentally different kinds. Some of our recommendations call for changing the ways that funds already allocated to the schools are spent, for example, through changes in program and curriculum and the restructuring that would be involved in the expansion of school houses and advisory systems. Certain recommendations would require, or open up, much greater contributions, in kind as much as in dollars, from employers and other public and private organizations. Finally, funds would be needed to leverage these primary resources and to enable more strategically than has been the case so far the concentration of resources for students who are especially at risk. Though the funds might be spent quite differently, there is reason to think that successful programs would cost even more than the Dropout Prevention Initiative has expended so far.

Chapter Seven

RECOMMENDATIONS

The New York City DPP and AIDP programs are among the largest dropout prevention programs that have been attempted in in any U. S. city to date. An intervention of any size requires feedback to modify its initial assumptions and strategies and thus to improve its success. The larger the program is, the longer this feedback process will take. From this standpoint, it is no great surprise that the outcomes of the DPI at the end of Year Three are not much different from the outcomes of Year One. The kind of information that would inform changes was only beginning to be produced, at least by this evaluation, when the DPI was already well into Year Two.

We offer here a number of observations and recommendations intended to help the Board make use of what has been learned through the Dropout Prevention Initiative. However, we cannot state too strongly our conclusion that minor modifications, which we already saw between Year One and Year Three, are unlikely to bring about major differences in outcomes.

General Recommendations

Because outcomes differed among schools within models more strongly than they differed between models, any outcomes-oriented change has to be grounded in school-based planning. We found that even within each school, some activities seemed to be more effective than others. This then calls for planning teams and subteams to examine their activities closely to try to discover what might improve each one. Indeed, when one speaks of "their" activities in reference to planning teams, this implies ownership and commitment to the goals of the activities, which is a still more fundamental reason to develop school-based planning.

The evaluation has gone to some length, literally, to furnish tables that show outcomes for activities in each school. We have described characteristics of each school's targeted students and have provided information about the characteristics of students participating in different activities and of the students who were discharged as dropouts from each school. This information is probably not nearly as useful to the schools at this time as it would have been a year ago or even in "real time," the time that is being evaluated. We therefore recommend that student information systems be greatly strengthened in the individual schools, and that the schools be furnished with computer hardware and programs to facilitate their profiling students, the services they are receiving and activities they participate in, and their attendance, academic performance, employment, and health. The information systems should allow the schools to analyze data both for different activities or services and for different students.

As important as it is, there is a limit to how much dropout prevention can be accomplished by management of information. It is essential that there be an adult who is in touch with each student and to whom others can refer for communication with and about the student. A fundamental argument for extending the house system to the upper grades, and for including all students in houses or alternative schools of less than 500 students, is the greatly increased communication that is possible among staff and students who know each other on a face-to-face basis. Houses would allow the further development of advisory and mentoring relationships, which cannot be implemented successfully without strong supports for staff as well as for students. Students in DPI mini-schools that deliberately tried to foster a sense of community among students and staff did appreciate this community, though other elements of a comprehensive approach were lacking in one or another situation.

One of the fundamental problems of the modern school is the imbalance between the sheer number of children or youths and the number of mature adults who inhabit a school. The addition of staff to provide counseling and attendance outreach to students reduces the imbalance slightly. However, students greatly need more sustained exposure to adults in the arts, business and industry, science, law, and other professions or occupations, not just for career education, but to promote citizenship and enrich the students' lives more generally. The DPI has made important moves in this direction in funding the Jobs Program, the educational internship in Operation Success, and like activities. This dimension, bringing adults to the schools as well as sending the students to adults, needs to be expanded a hundredfold. Mentoring, tutoring, supervision of a job or work experience, all represent roles in which adults from society at large can contribute to students' education and development. The very idea of a city involves a concentration of human and technical resources that must now be joined with the schools. The fact that various approaches to this have been tried in recent years--City-as-School, adopt-a-school, magnet school, and so on--speaks to the validity of the idea. The fact that these relationships have been problematic, as the DPI has been as well, means that a great deal of problem solving will be required to increase the success of school and public or private sector collaborations for students.

We recommend that all high school students seventeen years of age or older who want to work for pay and who have attended school at least 70% of days in the prior semester be assisted in finding and maintaining part-time employment. Students holding part-time jobs should be provided with appropriate academic and workplace supports. The DPI in 1987-88 actually provided the funds that were paid to students for part-time work in the private as well as the public sector. An expanded program would depend on new funding sources, as well as increased involvement of the employers in providing supports for the students.

School-based planning is an important locus for the problem solving that needs to be done. We mean by this, as others do, the inclusion of parents and students in planning, as well as teachers and administrators. Although special grants to involve parents in the schools were beginning to produce results in several of the high schools during Year Three, parents were not directly involved in the DPI in any way except through attendance outreach and some counseling. A second focus of planning that equally needs to be strengthened is district and central empowering of the work of the schools, through setting up program options, identification of resources, facilitation and staff development, information management, and funding. The Office of the Superintendent for Dropout Prevention did very actively promote planning and resource development roles for the individual high schools and the DPP central staff. The concept of "systemic improvement," however, was confused with a strategy of systemic, as opposed to case-management, distribution of services to students, just as the case-management strategy was not distinguished from the use of CBOs to deliver services to students. The DPI emphasis on systemic planning and resource development should be expanded in concert with the coordination of comprehensive services for specific individual students.

CBOs were generally more effective when school and CBO staff shared the responsibility for providing services to students. In schools that utilize CBOs, the CBOs need to be incorporated into planning and to be accountable at the school level for their contribution to student outcomes. In seven schools, fully half of the thirteen high schools in the DPI, the major funding for the program went to Federation Employment and Guidance Service (FEGS), with very mixed results from one school to another. Both the best and the worst student outcomes were found in schools that used FEGS. School and CBO factors both accounted for these outcomes, but this is all the more reason to make the contracts at the individual school level, rather than having one contract to cover all of a CBO's schools.

Specific Recommendations

We believe that the DPI's disappointing outcomes occurred in part because the program has not yet focused strongly enough on the following areas, although certainly some efforts have been made in these directions:

- specifying meaningful short-range goals for students articulated with long-range goals for students;
- coordinating the consistent delivery of services to individual students and assessing their progress toward goals;
- developing accountability for program success (staff were more accountable for achieving program implementation goals than for student-related outcomes);

making comprehensive school-wide changes in the quality of experience students have in classrooms (i.e., curriculum and instruction) and the ways in which students encounter the school as a whole (i.e., school organization, size, scheduling, etc.); and

addressing the difficult cultural and interpersonal issues that affect how school personnel interact with students and their families.

Some features of the DPI appear to have helped develop a better climate for change in some of the schools. It may also be that various services or program components developed by the program are potentially valuable for students. However, they have to be more deliberately connected to short-range and long-range goals and they have to reach a critical mass or level of comprehensiveness for both the school environment and individual students to be affected.

In planning for the program's continuation, it is important to distinguish between goals for students and goals for program development. At each step along the way, program staff can be working on objectives for program development (e.g., getting staff in place, purchasing equipment, trying new activities out), but there should always be a student-related objective as well. For example, to reach the long-range goal of improved attendance over the course of a year, attendance in October or attendance at special events and in the classrooms instead of the halls may be short-term objectives. To accomplish these objectives, general program goals like developing more engaging classrooms, inclusive school events, and attendance outreach programs may be pursued. In turn, they would entail the accomplishment of short-term activities, such as planning a really stimulating parent-teacher night or training outreach workers. With a dual long-range/short-range orientation, progress toward specific program goals, like progress toward short-range goals for students, can be assessed more on a running basis that allows for continuous adjustment of the program to meet student goals.

The broad goals of an effective dropout prevention program should be to <u>increase student engagement in school life</u> (including regular attendance and positive attitudes) <u>and students' successful academic performance</u> (grades, test scores, and credit accumulation or GED program progress).

These goals should be addressed primarily through: <u>changes in school structure/organization, changes in curriculum and instruction, changes in supplemental support services for students, and changes in extra-curricular activities for students</u> (in that order), and secondarily through <u>staff development activities that support student-focused changes</u>.

Program goals

Each school should develop a set of short-term goals for students and goals for program development that would ultimately result in improved student engagement and academic success. These goals should be meaningful, attainable, and observable or measurable. Schools should be able to specify how they will track their own progress toward meeting goals. An advantage of short-term goals over long-term goals is that schools can ask in, say, November, how much progress they have made since September with a given goal and in this way make successive approximations towards realizing the goal.

For example, a school might decide to address the goal of academic success through a more immediate goal of having all incoming ninth graders pass their first semester math and English courses. To achieve this goal, several even more short-range goals for students might be specified. These might include having students complete all homework assignments, or pass successive unit tests, or participate in a special curriculum-related event. Parallel with these student goals, there would be goals for program development. First of all, the school could concentrate on developing curriculum units for those courses that are of high interest to students, that provide students with opportunities to achieve and display competence, that allow for active learning tasks, and that engage students with other students as well as with teachers. To help students succeed, the school might also provide early basic skills testing and remediation (possibly over the summer), give students frequent evaluations and feedback on their performance during that first term, provide individual tutoring for all students who need it, and let parents know about positive student behavior and performance in those classes. At each step along the way, schools could measure their progress in implementing the change (is the curriculum ready on time? are there enough tutors? are parents being called?). At the end of the term, the school could determine how many students have in fact passed their math and English courses and could examine whether and why some students were unable to do so. Later on, the school could determine whether this concentrated attention on math and English for ninth graders had a spillover effect on performance in other courses, or performance during the second term, etc.

In developing goals, schools should consider what has been learned from past experience. For example, student engagement and academic success are more likely to occur when:

students are well-oriented to the school and know what to expect;

students feel safe in school and develop positive bonds with other students;

students have some control over their school lives (selection of courses or teachers or time schedules;

agreement on learning goals; choice of learning activities; etc.);

students get to know, and be known well by, a meaningful group of adults in the school (e.g., a team of teachers in a thematic program or house);

students are treated with respect and concern by all school staff;

students are assisted in developing the basic skills needed to succeed at the high school level;

students are exposed to learning situations that are interesting, challenging, and in which it is possible to succeed (i.e., updated and motivating curricula, teachers who explain assignments carefully, work appropriate to student skill levels; opportunities for active and shared learning);

students have a real sense of connection between their school performance and their other goals (i.e., career education, school-to-work transition programs; life management);

students have people or places in the school to turn to for help with crises or problems that need attention (personal or family problems, health needs, etc.);

students and their families can participate in school-based activities that foster positive attitudes toward the school (e.g., activity clubs, family-school social events); and

schools are organized to accomodate student schedule needs (e.g., flexible scheduling for parenting teens, for students who leave school temporarily to work, for students who want a later school schedule).

Some particular problems that schools must address in order to foster student engagement and academic success are:

how to help students make a smooth transition into high school (larger building, more complicated schedule, different standards for performance, etc.);

how to assist students who enter high school with below-level reading or computational skills, and at the same time respond to their interests and competencies;

how to organize instruction so that students with erratic attendance have *meaningful* opportunities for catching up on work missed;

how to encourage students in economically blighted areas to

secure satisfactory part-time work, to plan for schooling and/or jobs after high school, and to establish connections between high school performance and later success;

how to deal openly with the overt and subtle forms of cultural misunderstanding, mistrust, or racism that alienate students and staff from one another;

how to work with male students, who receive lower grades despite having attendance rates and ability levels on a par with female students;

how to work supportively and flexibly with pregnant and parenting female students, and to encourage career planning by all female students;

how to provide a high level of service to students who do not speak English as their primary language, including those who do not technically meet the Board's criteria for limited-English proficiency; and

how to counteract the effects of students' having been retained one or more grade levels, and how to prevent this happening in the high school.

Schools should be encouraged to experiment with involving students and parents in the development of goals and the ongoing assessment of the program.

We believe that projects such as the Dropout Prevention Program should ultimately be part of a larger accountability system. All of the high schools should have plans governed by goals to enhance the success of New York City high school students. Perhaps schools should work together in partnerships so that schools with greater or fewer numbers of students at-risk could be mutually supportive.

We also believe that a variety of strong measures need to be pursued, including the following:

reforming the linkage between middle schools and high schools;

restructuring the school calendar to make good use of the spring and possibly the summer months; and

strengthening partnerships between schools and community based organizations, cultural institutions, and business and industry.

It is encouraging that the ideas of many individuals and agencies appear to be converging on several critical themes, especially the development of strong student-centered goals and accountability for these goals. In part because of what has been

learned during the past few years of DPP/AIDP, we think it is possible that further initiatives can spark comprehensive and substantive changes at the high school level in New York City. But this will only happen if all parties are committed to paying close attention to the immediate and long-range impact of their actions on students.

TABLE 1-1

High Schools Participating in the Dropout Prevention Initiative
Year Three, 1987-88

School	Borough	Program Model
Louis D. Brandeis HS	Manhattan	Modified Systemic
DeWitt Clinton HS	Bronx	AIDP School-with-CBO
South Bronx HS	"	Modified CBO
Theodore Roosevelt HS	"	Modified Systemic
William H. Taft HS	"	Modified Systemic
Far Rockaway HS	Queens	Modified CBO
Bushwick HS	Brooklyn	Modified Systemic
Eastern District HS	"	Modified Systemic
Erasmus Hall HS	"	AIDP School-with-CBO
John Jay HS	"	Modified Systemic
Lafayette HS	"	AIDP School-with-CBO
Prospect Heights HS	"	Modified CBO
Thomas Jefferson HS	"	Modified CBO

TABLE 1-2

Community-Based Organizations Participating in the High School Dropout Prevention Initiative, 1987-88

Community-Based Organization	School Affiliation	Program Model	Primary Activities
Aspira	School 8	Modified Systemic	Counseling, crisis intervention, basic skills training, leadership development
Cathedral of St. John/ Manhattan Valley	School 5	Modified Systemic	Attendance outreach, counseling, leadership training
Good Shepherd Services	School 7	Modified Systemic	Attendance outreach, counseling, crisis intervention
Grand Street Settlement House	School 10	Modified Systemic	Counseling and supportive services, linkage to employment programs
Northwest Bronx Clergy and Community Coalition	School 1	Modified Systemic	Counseling, referrals, vocational program, youth organizing, after-school activities
Federation Employment and Guidance Service (FEGS) -- Operation Success	School 3	Modified CBO	Case management and supportive services, attendance outreach, vocational evaluation, job skills training, tutoring, part-time community jobs
	School 11	Modified CBO	
	School 12	Modified CBO	
	School 13	Modified CBO	
	School 2	AIDP School-with-CBO	
	School 4	AIDP School-with-CBO	
	School 9	AIDP School-with-CBO	
-- Operation Futures	School 8	Modified Systemic	Case management, attendance outreach, vocational evaluation, job skills training, part-time jobs
Pius XII Family and Community Services	School 6	Modified Systemic	Case management, group services, counseling
Urban Adventures	School 8	Modified Systemic	Counseling, outdoor adventure program
Victim Services -- Project SMART	School 1	Modified Systemic	Conflict mediation training, mediation, case follow-up, classroom seminars
	School 3	Modified CBO	
	School 5	Modified Systemic	
	School 8	Modified Systemic	
	School 12	Modified CBO	

TABLE 2-1

Students Enrolled in the Dropout Prevention Initiative, 1987-88
Full Program Sample and Evaluation Sample, by School

School Code	Full Program Roster	Evaluation Sample
OVERALL	4781	1884
DPP Program	3463	1434
Modified Systemic Model	2357	885
1	321	149
5	465	150
6	568	147
7	224	145
8	445	148
10	334	146
Modified CBO Model	1106	549
3	317	149
11	351	149
12	273	150
13	165	101
---	---	---
AIDP School-with-CBO Model	1318	450
2	429	150
4	517	150
9	372	150

TABLE 2-2

Proportion of Students Meeting Program Eligibility Criteria
DPI High Schools, 1987-88

Criterion	Evaluation Sample* DPI	DPP	AIDP
a) 40 or more absences in the previous school year	41.4%	42.5%	38.0%
b) 20 or more absences in the previous spring term	45.8%	45.5%	46.7%
b) designated long-term absentee (LTA) during 1985-86 but with 10 or more days of attendance during September-October, 1986 (a minimum of 100 students must meet criterion a or b)	11.5%	6.3%	28.0%
c) participated or eligible to participate in 1985-86 dropout prevention programs but no longer eligible due to improved attendance	20.5%	16.7%	32.7%
d) referred by principal as "at-risk" (no more than 5 percent of target population)	9.4%	3.8%	27.3%
e) failed 3 or more major subjects because of excessive cutting	37.2%	38.9%	32.0%
f) special education student	0.3%	0%	1.3%
g) Meets no criterion	5.1%	6.3%	1.1%

---

* Note: Percentages are based on the full evaluation samples; students who were coded as neither "yes" nor "no" on any criterion were counted as not meeting that criterion.

TABLE 2-3

Proportion of Students Meeting Multiple Eligibility Criteria
DPI High Schools, 1987-88

Number of Eligibility Criteria	Evaluation Sample*		
	Full DPI	DPP	AIDP
1	34.9%	26.6%	61.3%
2	19.5%	24.3%	2.7%
3	15.2%	19.9%	0.2%
4	2.2%	2.9%	0.0%
5	1.7%	2.2%	0.0%
6	5.7%	0.3%	23.1%
7	0.1%	0.1%	0.0%
Missing	20.7%	23.7%	12.7%

---

* Note: Percentages are based on the full evaluation samples; students who were not coded as "yes" or "no" on any criterion were counted as not meeting that criterion.

TABLE 2-4

Characteristics of Program Students*
DPI High Schools, 1987-88

Category	DPI Evaluation Sample	DPP Evaluation Sample	AIDP Evaluation Sample
Total Sample Size	1885	1435	450
Gender			
Male	51.1%	50.0%	54.7%
Female	48.9%	50.0%	45.3%
Age			
<=14 Yrs	3.2%	3.4%	2.2%
15 Yrs	16.3%	17.1%	13.6%
16 Yrs	28.7%	29.4%	26.4%
17 Yrs	28.8%	28.5%	29.8%
18 Yrs	15.0%	13.5%	19.9%
> 18 Yrs	7.6%	8.0%	8.0%
Grade Level			
9th grade	45.9%	48.9%	36.3%
10th grade	30.8%	27.5%	41.5%
11th grade	12.7%	13.1%	11.3%
12th grade	4.2%	4.8%	2.5%
Special education	6.4%	5.7%	8.4%
Overage for Grade Level			
Not overage	14.9%	16.2%	10.7%
1 year overage	27.5%	27.6%	27.1%
2 years overage	32.9%	32.2%	35.4%
3 years overage	19.0%	18.3%	21.5%
4 years overage	5.6%	5.7%	5.4%
High School Enrollment Status			
New to HS in 1987-88	16.2%	16.0%	16.7%
Previous HS student	83.8%	84.0%	83.3%
Promotion/Retention after 1986-87			
Failed	62.1%	59.8%	69.5%
Passed	37.9%	40.2%	30.5%

(continued on next page)

Table 2-4, cont'd.

Category	DPI Evaluation Sample	DPP Evaluation Sample	AIDP Evaluation Sample
Language Proficiency			
Meets Board of Ed's criteria for limited English proficiency	10.8%	13.5%	2.4%
Meets criteria for marginal proficiency in English	5.0%	5.7%	2.7%
Not considered limited-English proficient	84.2%	80.8%	94.9%
Average 1986-87 attendance	69.0%	69.0%	69.0%
Average 1986-87 proportion of courses passed	44.0%	44.0%	42.0%

---

* Note: Proportions for each characteristic are based on the students for whom relevant data were available.

TABLE 2-5

Characteristics of Evaluation Sample Students, by School
DPI High Schools, 1987-88

School	Total Program Roster	Eval. Sample	% Incoming Students	% Failed After Prior Year	% Holdover 9th Graders	% 2+ Yrs Overage	% LEP	Avg. Prior Attendance	Avg. Prior Courses Passed
OVERALL	4811	1885	16.2%	62.1%	79.9%	57.5%	10.8%	69.0%	43.8%
Modified Systemic Model									
1	321	149	15.9%	52.4%	28.2%	46.8%	15.4%	74.0%	56.5%
5	465	150	7.5%	46.4%	18.7%	62.8%	14.0%	71.1%	47.6%
6	568	147	18.8%	55.8%	32.7%	61.6%	34.0%	75.1%	52.1%
7	224	145	21.3%	50.5%	7.6%	45.2%	5.5%	60.0%	41.7%
8	445	148	12.6%	45.2%	24.3%	44.5%	17.6%	75.0%	56.4%
10	334	146	17.5%	81.4%	59.6%	75.0%	13.7%	58.0%	22.5%
Modified CBO Model									
3	317	149	13.1%	79.7%	62.4%	52.4%	0.7%	66.0%	42.9%
11	351	149	33.6%	47.9%	20.1%	44.4%	4.0%	73.9%	51.7%
12	273	150	10.3%	75.0%	45.3%	67.1%	8.7%	61.5%	31.6%
13	165	101	6.6%	63.9%	34.7%	60.6%	24.8%	78.1%	40.8%
AIDP School-with-CBO Model									
2	429	150	10.9%	49.6%	14.7%	62.1%	2.7%	68.8%	41.2%
4	517	150	8.7%	96.2%	52.7%	69.9%	2.0%	70.1%	38.7%
9	372	150	30.6%	60.7%	16.0%	53.5%	2.7%	69.5%	45.4%

TABLE 2-6

Characteristics of Students in Community-Based Organization Programs*
DPI High Schools, 1987-88

School	Community-Based Organization	% Incoming Students	% Failed After Prior Yr	% LEP	Average Prior Yr Attendance	Average Prior Yr Courses Passed
1	NW Bronx Coal.	23.1%	64.7%	7.7%	67.2%	37.9%
1	Project SMART	11.8%	42.9%	0%	76.5%	60.0%
2	Operation Success	11.2%	49.2%	2.7%	68.7%	41.0%
3	Operation Success	12.3%	87.3%	0.9%	63.8%	38.8%
3	Project SMART	20%	27.8%	0%	87.2%	78.8%
4	Operation Success	8.7%	96.2%	2%	69.9%	38.3%
5	Manhattan Valley	17.2%	29.2%	10%	75.9%	55.7%
5	Project SMART	22.6%	26.9%	9.4%	76.3%	56.2%
6	Pius XII	15.6%	56.7%	18.2%	64.8%	33.9%
7	Good Shepherd Svcs	27.5%	54.5%	2.4%	61.5%	63.8%
8	Aspira	4.8%	52.9%	52.4%	79.8%	52.2%
8	Op Futures	5%	63.9%	7.3%	66.6%	38.5%
8	Project SMART	33.3%	0%	50%	83.7%	67.8%
8	Urban Adventures	0%	61.5%	0%	78.1%	49.2%
9	Operation Success	27.3%	64.3%	2.3%	69.2%	45.2%
10	Grand St. Settlement	34.7%	68.4%	12.2%	60.7%	25.9%
11	Operation Success	33.8%	47.5%	4.1%	74.0%	51.4%
12	Operation Success	3.8%	78.9%	8.5%	65.0%	35.9%
12	Project SMART	10%	47.4%	4.5%	81.5%	55.1%
13	Operation Success	7.1%	61.5%	26.1%	77.9%	41.1%

* Note: Figures are based on CBO students in the evaluation sample

TABLE 2-7

Characteristics of Selected Groups of Program Students
DPI High Schools, 1987-88

	----- Gender ----		--- Proficiency in English ----			--- HS Enrollment ---	
Characteristic	Male	Female	Limited English Proficient	Marginally English Proficient	Not LEP	Previous High Schl Student	New High Schl Student
Sample size	960	919	204	94	1586	1527	295
% Male			52.9%	59.6%	50.3%	50.8%	53.6%
% Female			47.1%	40.4%	49.7%	49.2%	46.4%
Average Prior Year Attendance	70%	68%	82%	72%	67%	69%	69%
Average Prior Year Proportion of Courses Passed	40%	47%	60%	48%	42%	41%	61%
% Not Overage	13.1%	16.9%	14.1%	19.3%	14.8%	11.8%	28.2%
% 1 Yr. Overage	25.8%	29.1%	27.1%	26.5%	27.6%	23.9%	45.5%
% 2 Yrs. Overage	33.4%	32.5%	32.2%	30.1%	33.2%	35.3%	21.7%
% 3 Yrs. Overage	21.1%	16.9%	16.4%	19.3%	19.3%	22.2%	4.3%
% 4 Yrs. Overage	6.5%	4.7%	10.2%	4.8%	5.1%	6.7%	0.4%
% in 9th Grade	49.9%	41.9%	35.3%	43.6%	47.5%	41.9%	68.2%
% in 10th Grade	27.0%	34.9%	27.0%	31.9%	31.2%	31.6%	25.7%
% in 11th Grade	11.4%	13.9%	16.7%	11.7%	12.3%	14.9%	--
% in 12th Grade	4.3%	4.2%	7.8%	3.2%	3.8%	5.1%	--
% in Special Ed	7.4%	5.2%	13.2%	9.6%	5.3%	6.5%	6.2%
% Incoming/New to High School	16.9%	15.4%	10.9%	21.5%	16.5%		
% Previous HS Students	83.1%	84.6%	89.1%	78.5%	83.5%		
% Failed in 1986-87	65.6%	58.7%	54.4%	58.1%	63.2%	71.1%	9.0%
% Passed in 1986-87	34.4%	41.3%	45.6%	41.9%	36.8%	28.9%	91.0%

(continued on next page)

Table 2-7, cont'd.

Characteristic	Gender: Male	Gender: Female	Proficiency in English: Limited English Proficient	Proficiency in English: Marginally English Proficient	Proficiency in English: Not LEP	HS Enrollment: Previous High Schl Student	HS Enrollment: New High Schl Student
% Limited-English Proficient	11.3%	10.4%				11.3%	7.1%
% Marginally-English Proficient	5.8%	4.1%				4.8%	6.8%
% Proficient in English	82.9%	85.4%				84.0%	86.1%
Categories of Days Absent in 1986-87							
% with 0-19 abs	23.8%	22.0%	52.0%	21.7%	19.6%	22.6%	24.3%
% with 20-40	26.1%	24.3%	22.2%	28.9%	25.3%	23.9%	33.1%
% with 41-74	27.7%	30.0%	17.0%	33.7%	29.9%	29.4%	24.7%
% with 75-180	22.5%	23.8%	8.8%	15.7%	25.2%	24.1%	17.9%
Categories of Proportion of Courses Failed in 1986-87							
% failed none	8.9%	11.2%	19.3%	8.6%	8.9%	7.6%	26.3%
% failed 1-39%	19.8%	26.1%	33.7%	32.1%	21.1%	21.4%	31.5%
% failed 40-59%	18.2%	17.8%	17.1%	16.0%	18.2%	18.4%	14.1%
% failed 60-79%	17.6%	16.5%	15.5%	18.5%	17.2%	18.4%	8.5%
% failed 80-100%	35.6%	28.3%	14.4%	24.7%	34.6%	34.2%	19.7%

(continued on next page)

Table 2-7, cont'd.

Characteristic	Overage for Grade Level: Not Overage	1 Year Overage	2 Years Overage	3 Years Overage	4+ Yrs. Overage	Status after 1986-87: Failed	Passed
Sample size	263	484	580	335	99	960	585
% Male	44.1%	47.4%	51.1%	56.0%	58.6%	52.8%	45.5%
% Female	55.9%	52.6%	48.9%	44.0%	41.4%	47.2%	54.5%
Average Prior Year Attendance	80%	72%	65%	64%	67%	64%	77%
Average Prior Year Proportion of Courses Passed	68%	49%	38%	30%	36%	31%	64%
% Not Overage						3.7%	29.9%
% 1 Yr. Overage						20.0%	39.5%
% 2 Yrs. Overage						41.0%	22.6%
% 3 Yrs. Overage						27.4%	7.0%
% 4 Yrs. Overage						8.0%	1.0%
% in 9th Grade	31.3%	44.6%	51.6%	59.4%	68.7%	62.8%	26.0%
% in 10th Grade	37.7%	34.5%	34.3%	26.6%	24.2%	27.6%	44.3%
% in 11th Grade	22.2%	14.7%	11.7%	10.7%	6.1%	8.8%	19.5%
% in 12th Grade	8.7%	6.2%	2.4%	3.3%	1.0%	0.8%	10.3%
% in Special Ed	--	--	--	--	--	--	--
% Incoming/New to High School	31.7%	27.0%	10.7%	3.6%	1.0%	2.1%	34.5%
% Previous High School Student	68.3%	73.0%	89.3%	96.4%	99.0%	97.9%	65.5%
% Failed in 1986-87	16.7%	45.3%	74.8%	86.5%	92.8%		
% Passed in 1986-87	83.3%	54.7%	25.2%	13.5%	7.2%		

(continued on next page)

Table 2-7, cont'd.

Characteristic	Overage for Grade Level: Not Overage	1 Year Overage	2 Years Overage	3 Years Overage	4+ Yrs Overage	Status after 1986-87: Failed	Passed
% Limited-English Proficient	9.5%	9.9%	9.8%	8.7%	18.2%	8.4%	11.6%
% Marginally-English Proficient	6.1%	4.5%	4.3%	4.8%	4.0%	4.5%	5.3%
% Proficient in English	84.5%	85.5%	85.9%	86.6%	77.8%	87.1%	83.1%
Categories of Days Absent in 1986-87							
% with 0-19 abs	43.4%	26.5%	15.5%	14.5%	22.8%	15.0%	36.9%
% with 20-40 abs	27.2%	29.0%	24.7%	22.8%	18.5%	22.1%	32.2%
% with 41-74 abs	18.4%	28.1%	30.7%	33.4%	31.5%	33.6%	19.9%
% with 75-100 abs	11.0%	16.4%	29.1%	29.3%	27.2%	29.4%	11.0%
Categories of Proportion of Courses Failed in 1986-87							
% failed none	24.9%	11.9%	5.4%	4.5%	9.7%	4.1%	19.5%
% failed 1-39%	44.6%	26.5%	19.1%	10.6%	12.9%	12.5%	39.8%
% failed 40-59%	9.0%	19.5%	20.5%	15.4%	23.7%	18.4%	17.4%
% failed 60-79%	7.3%	17.0%	16.9%	24.4%	16.1%	21.7%	10.3%
% failed 80-100%	14.2%	25.9%	38.1%	45.2%	37.6%	43.2%	13.0%

TABLE 3-1

Enrollment in Community-Based Organization Programs
DPI High Schools, 1987-88

FULL PROGRAM SAMPLE

School	Community-Based Organization	Contracted Enrollment	# in CBO Program	Full DPI Program Roster	% of DPI Students in CBO
Modified Systemic Model					
1	NW Bronx Coal.	175	101	321	31.5%
1	Project SMART	35	40	321	12.5%
5	Manhattan Valley	100	87	465	18.7%
5	Project SMART	35	94	465	20.2%
6	Pius XII	125	136	568	23.9%
7	Good Shepherd Svcs	100	59	224	26.3%
8	Aspira	120	63	445	14.2%
8	Op Futures	280	133	445	29.9%
8	Project SMART	35	21	445	4.7%
8	Urban Adventures	75	56	445	12.6%
10	Grand St. Settlement	150	98	334	29.3%
Modified CBO Model					
3	Operation Success	206	267	317	84.2%
3	Project SMART	35	35	317	11.0%
11	Operation Success	447	350	351	99.7%
12	Operation Success	338	155	273	56.8%
12	Project SMART	35	42	273	15.4%
13	Operation Success	177	116	165	70.3%
AIDP School-with-CBO Model					
2	Operation Success	495	329	429	76.7%
4	Operation Success	449	452	517	87.4%
9	Operation Success	334	251	372	67.5%

TABLE 3-2

Proportions of Students Participating in School and/or CBO Activities
DPI High Schools, 1987-88

FULL PROGRAM SAMPLE

School	School Services Only	CBO Services Only	Both Schl & CBO Services	Neither	Total in Program
OVERALL	27.8%	24.6%	41.2%	6.4%	4811
Modified Systemic Model					
1	56.1%	36.4%	7.5%	--	321
5	28.4%	18.5%	5.8%	47.3%	465
6	68.8%	14.3%	10.0%	6.9%	568
7	66.5%	3.6%	29.5%	0.4%	224
8	36.4%	50.1%	11.7%	1.8%	445
10	66.2%	3.3%	29.0%	1.5%	334
Modified CBO Model					
3	4.7%	88.3%	6.6%	0.3%	317
11	--	60.1%	39.9%	--	351
12	14.7%	28.6%	56.0%	0.7%	273
13	24.2%	48.5%	27.3%	--	165
AIDP School-with-CBO Model					
2	--	--	99.8%	0.2%	429
4	--	--	97.9%	2.1%	517
9	--	--	95.7%	4.3%	372

TABLE 3-3

Proportions of Students Participating in School and/or CBO Activities
DPI High Schools, 1987-88

EVALUATION SAMPLE

School	School Services Only	CBO Services Only	Both Schl & CBO Services	Neither	Total in Program
OVERALL	27.1%	19.4%	49.9%	3.6%	1885
Modified Systemic Model					
1	61.1%	32.9%	6.0%	--	149
5	32.7%	23.3%	8.7%	35.3%	150
6	74.8%	8.8%	13.6%	2.7%	147
7	61.4%	1.4%	37.2%	0%	145
8	37.8%	37.2%	20.3%	4.7%	148
10	58.2%	1.4%	39.0%	1.4%	146
Modified CBO Model					
3	6.7%	82.6%	10.1%	0.7%	149
11	--	10.7%	89.3%	--	149
12	10.7%	8.0%	81.3%	--	150
13	4.0%	58.4%	37.6%	--	101
AIDP School-with-CBO Model					
2	--	--	99.3%	0.7%	150
4	--	--	100.0%	--	150
9	--	--	100.0%	--	150

TABLE 3-4

Proportion of Students Participating in DPI Activities
At Any Time During the Year
DPI High Schools, 1987-88

EVALUATION SAMPLE

School	Ind'l Guidance	Group Guidance	Academic Program	Instruct'l Enrichment	Jobs Program	Affiliation
OVERALL	62.3%	50.5%	38.0%	31.8%	8.2%	20.3%
DPP	53.0%	41.4%	32.1%	32.7%	7.6%	25.0%
Modified Systemic Model	35.6%	41.8%	33.0%	38.1%	6.2%	32.4%
1	2.0%	2.0%	--	68.5%	--	6.0%
5	38.7%	39.3%	21.3%	2.7%	6.7%	38.7%
6	27.9%	19.0%	41.5%	51.7%	--	0.7%
7	91.0%	97.2%	40.0%	35.2%	11.7%	87.6%
8	27.7%	38.5%	15.5%	18.2%	2.0%	56.8%
10	27.4%	56.2%	80.8%	52.7%	17.1%	5.5%
Modified CBO Model	81.1%	40.8%	30.8%	24.0%	9.8%	13.1%
3	57.0%	47.7%	18.8%	22.8%	6.0%	8.7%
11	90.6%	29.5%	12.8%	1.3%	18.8%	28.9%
12	93.3%	36.7%	54.7%	28.0%	1.3%	8.7%
13	84.2%	53.5%	39.6%	53.5%	14.9%	3.0%
AIDP School-with-CBO Model	92.0%	79.6%	56.7%	29.1%	10.0%	5.3%
2	90.7%	94.7%	22.7%	12.0%	--	--
4	88.7%	88.7%	88.7%	42.7%	8.0%	--
9	96.7%	55.3%	58.7%	32.7%	22.0%	16.0%

TABLE 3-5

Proportions of Students Participating in DPI Activities for Part Year or Full Year
DPI High Schools, 1987-88

EVALUATION SAMPLE

School	Ind'l Guidance		Group Guidance		Academic Prog		Instr'l Enrichment		Jobs Program		Affiliation	
	Part Yr	Full Yr	Part Yr	Full Yr	Part Yr	Full Yr	Part Yr	Full Yr	Part Yr	Full Yr	Part Yr	Full Yr
OVERALL	19.6%	42.7%	11.0%	39.5%	26.1%	11.9%	28.2%	3.7%	7.3%	1.0%	14.9%	5.4%
Modified Systemic Model												
1	--	2.0%	--	2.0%	--	--	55.7%	12.8%	--	--	6.0%	--
5	--	38.7%	0.7%	38.7%	14.0%	7.3%	2.7%	--	6.7%	--	30.0%	8.7%
6	5.4%	22.4%	4.7%	14.3%	41.5%	--	51.7%	--	--	--	0.7%	--
7	21.4%	69.7%	20.0%	69.0%	24.1%	15.9%	31.8%	3.4%	9.0%	2.8%	40.7%	46.9%
8	--	27.7%	--	38.5%	15.5%	--	18.2%	--	2.0%	--	50.0%	6.8%
10	21.9%	5.5%	8.3%	41.1%	80.1%	0.7%	52.0%	0.7%	11.6%	5.5%	0.7%	4.8%
Modified CBO Model												
3	20.1%	36.9%	11.4%	36.2%	18.8%	--	22.8%	--	6.0%	--	8.7%	--
11	26.2%	64.4%	12.1%	17.4%	10.8%	2.0%	1.3%	--	18.8%	--	28.9%	--
12	34.0%	59.3%	16.0%	20.7%	48.7%	6.0%	28.0%	--	1.3%	--	8.7%	--
13	56.4%	27.7%	14.9%	38.6%	25.8%	13.9%	49.5%	4.0%	14.9%	--	3.0%	--
AIDP School-with-CBO Model												
2	--	90.7%	--	94.7%	22.7%	--	12.0%	--	--	--	--	--
4	18.0%	70.7%	18.0%	70.7%	12.7%	76.0%	24.0%	18.7%	7.4%	0.7%	--	--
9	62.7%	34.0%	25.4%	30.0%	25.4%	33.3%	24.6%	8.0%	18.7%	3.3%	13.4%	2.7%

TABLE 3-6

Proportions of Students Receiving Individual Services At Any Time During the Year
DPI High Schools, 1987-88

EVALUATION SAMPLE

School	Ind'l Guidance	Group Guidance	Trans'l Class	Mini-School	Blocked Program	DPI Class	GED Program	Adult Tutoring	Peer Tutoring	Job Program	Career Ed/Job Training
OVERALL	62.3%	49.4%	14.2%	11.2%	19.2%	13.9%	6.3%	1.8%	6.3%	8.2%	8.1%
DPP	53.0%	39.9%	10.8%	8.5%	8.6%	18.3%	5.7%	2.0%	7.3%	7.6%	5.7%
Modified Systemic											
Model	39.3%	35.6%	7.1%	12.3%	13.7%	23.5%	--	3.2%	10.4%	6.2%	5.8%
1	2.0%	2.0%	--	--	--	41.6%	--	--	6.0%	--	--
5	38.7%	39.3%	5.3%	15.3%	0.7%	--	--	2.7%	26.7%	6.7%	--
6	27.9%	19.0%	21.1%	20.4%	--	51.0%	--	0.7%	0.7%	--	--
7	91.0%	89.0%	--	38.6%	1.4%	--	--	12.4%	0.7%	11.7%	--
8	27.7%	38.5%	15.5%	--	--	--	--	--	22.3%	2.0%	8.8%
10	27.4%	49.3%	0.7%	--	80.8%	48.6%	--	3.4%	5.5%	17.1%	26.0%
Modified CBO											
Model	40.8%	81.1%	16.8%	2.4%	0.4%	9.8%	14.9%	--	2.2%	9.8%	5.6%
3	57.0%	47.7%	11.4%	--	--	0.7%	7.4%	--	7.4%	6.0%	2.0%
11	90.6%	29.5%	2.7%	--	--	--	10.1%	--	--	18.8%	1.3%
12	93.3%	36.7%	42.0%	--	0.7%	4.7%	16.0%	--	--	1.3%	12.0%
13	84.2%	53.5%	7.9%	12.9%	1.0%	45.5%	31.7%	--	1.0%	14.9%	7.9%
AIDP School-with-CBO											
Model	92.0%	79.6%	24.9%	19.8%	53.1%	--	8.0%	0.2%	3.1%	10.0%	15.6%
2	90.7%	94.7%	6.0%	--	16.7%	--	--	0.7%	--	--	4.7%
4	88.7%	88.7%	46.0%	59.3%	84.0%	--	18.0%	--	--	8.0%	29.3%
9	96.7%	55.3%	22.7%	--	58.7%	--	6.0%	--	9.3%	22.0%	12.7%

(continued on next page)

Table 3-6, cont'd.

School	Activity Program	On-Campus Enrich.	Off-Campus Enrich.	Student Leadership Program	Health Program	Case Management*
OVERALL	12.3%	9.3%	4.3%	0.4%	7.3%	7.8%
DPP	15.3%	11.4%	--	0.4%	9.6%	10.3%
Modified Systemic Model						
1	19.2%	12.4%	--	0.1%	14.5%	16.6%
5	--	38.9%	--	--	--	--
6	9.3%	--	--	--	11.3%	--
7	--	--	--	--	--	--
8	65.5%	26.2%	--	0.7%	76.6%	82.8%
10	41.2%	9.5%	--	--	--	--
	--	--	--	--	--	18.5%
Modified CBO Model						
3	9.1%	9.7%	--	0.9%	1.8%	--
11	--	20.1%	--	--	1.3%	--
12	23.5%	--	--	3.4%	5.4%	--
13	8.7%	13.3%	--	--	--	--
	2.0%	3.0%	--	--	--	--
AIDP School-with-CBO Model						
2	2.4%	2.7%	18.0%	0.4%	--	--
4	--	--	8.0%	--	--	--
9	--	--	24.0%	--	--	--
	7.3%	8.0%	22.0%	1.3%	--	--

---

* Note: Information on case management was requested from DPP schools only.

TABLE 3-7

Proportions of Students Receiving Individual Services for Part Year or Full Year DPI High Schools, 1987-88

EVALUATION SAMPLE

School	Indiv'l Counsel. Part Yr	Indiv'l Counsel. Full Yr	Group Counsel. Part Yr	Group Counsel. Full Yr	Transitional Cls Part Yr	Transitional Cls Full Yr	Mini-School Part Yr	Mini-School Full Yr	Blocked Prog.* Part Yr	Blocked Prog.* Full Yr
OVERALL	19.6%	42.7%	10.1%	39.4%	12.0%	2.2%	9.4%	1.8%	11.9%	7.3%
Modified Systemic Model										
1	--	2.0%	--	2.0%	--	--	--	--	--	--
5	--	38.7%	0.7%	38.7%	5.3%	--	8.0%	7.3%	0.7%	--
6	5.4%	22.4%	4.7%	14.3%	21.1%	--	20.4%	--	--	--
7	21.4%	69.7%	20.0%	69.0%	--	--	22.7%	15.9%	1.4%	--
8	--	27.7%	--	38.5%	15.5%	--	--	--	--	--
10	21.9%	5.5%	8.3%	41.1%	0.7%	--	--	--	80.8%	--
Modified CBO Model										
3	20.1%	36.9%	11.4%	36.2%	11.5%	--	--	--	--	--
11	26.2%	64.4%	12.1%	17.4%	2.7%	--	--	--	--	--
12	34.0%	59.3%	16.0%	20.7%	38.0%	4.0%	--	--	0.7%	--
13	56.4%	27.7%	14.9%	38.6%	8.0%	--	12.9%	--	1.0%	--
AIDP School-with-CBO Model										
2	--	90.7%	--	94.7%	6.0%	--	--	--	16.7%	--
4	18.0%	70.7%	18.0%	70.7%	34.7%	11.3%	59.3%	--	26.4%	58.7%
9	62.7%	34.0%	25.4%	30.0%	10.0%	12.7%	--	--	25.4%	33.3%

---

* Note: Information on blocked programs was requested from DPP schools for the spring semester only.

(continued on next page)

Table 3-7, cont'd.

School	DPI Class Part Yr	DPI Class Full Yr	GED Program Part Yr	GED Program Full Yr	Adult Tutoring* Spring Term	Peer Tutoring* Part Yr	Peer Tutoring* Full Yr	Any Tutoring
OVERALL	13.7%	0.2%	4.5%	1.8%	1.1%	6.1%	0.2%	7.8%
Modified Systemic Model								
1	41.6%	--	--	--	--	6.0%	--	6.0%
5	--	--	--	--	--	26.7%	--	29.3%
6	51.0%	--	--	--	0.7%	0.7%	--	1.4%
7	--	--	--	--	12.4%	0.7%	--	13.1%
8	--	--	--	--	--	22.3%	--	22.3%
10	48.6%	--	--	--	--	5.5%	--	8.9%
Modified CBO Model								
3	0.7%	--	7.4%	--	--	7.4%	--	7.4%
11	--	--	8.1%	2.0%	--	--	--	--
12	4.7%	--	16.0%	--	--	--	--	--
13	41.6%	4.0%	20.8%	10.9%	--	1.0%	--	1.0%
AIDP School-with-CBO Model								
2	--	--	--	--	0.7%	--	--	0.7%
4	--	--	5.4%	12.7%	--	--	--	--
9	--	--	6.0%	--	--	7.3%	2.0%	9.3%

---

* Note: Information on adult tutoring was requested for the spring semester only. Information on peer tutoring was requested from DPP schools for the spring semester only.

(continued on next page)

Table 3-7, cont'd.

School	Jobs Program		Job Training or Career Ed*		Activity Club		On-Campus Enrichment*		Off-Campus Enrichment*		Health Program	
	Part Yr	Full Yr	Part Yr	Full Yr	Part Yr	Full Yr	Part Yr	Full Yr	Part Yr	Full Yr	Part Yr	Full Yr
OVERALL	7.3%	1.0%	6.9%	1.1%	10.8%	1.5%	9.2%	0.1%	4.2%	0.2%	7.0%	0.3%
Modified Systemic Model												
1	--	--	--	--	--	--	38.2%	0.7%	--	--	--	--
5	6.7%	--	--	--	8.7%	0.7%	--	--	--	--	10.7%	0.7%
6	--	--	--	--	--	--	--	--	--	--	--	--
7	9.0%	2.8%	--	--	53.1%	12.4%	26.2%	--	--	--	73.1%	3.4%
8	2.0%	--	8.8%	--	35.1%	6.1%	9.5%	--	--	--	--	--
10	11.6%	5.5%	26.0%	--	--	--	--	--	--	--	--	--
Modified CBO Model												
3	6.0%	--	2.0%	--	--	--	20.1%	--	--	--	1.3%	--
11	18.8%	--	1.3%	--	23.5%	--	--	--	--	--	5.4%	--
12	1.3%	--	12.0%	--	8.7%	--	13.3%	--	--	--	--	--
13	14.9%	--	7.9%	--	2.0%	--	3.0%	--	--	--	--	--
AIDP School-with-CBO Model												
2	--	--	4.7%	--	--	--	--	--	8.0%	--	--	--
4	7.4%	0.7%	15.3%	14.0%	--	--	--	--	24.0%	--	--	--
9	18.7%	3.3%	12.7%	--	7.4%	--	8.0%	--	20.0%	2.0%	--	--

---

* Note: Information on job training/career ed, on-campus enrichment, and off-campus enrichment was requested from DPP schools for the spring semester only, except for School 1.

Table 3-8

Proportions of Students Receiving Multiple Categories of Services*
DPI High Schools, 1987-88

EVALUATION SAMPLE

School	% Receiving Services in 0 Categories	% Receiving Services in 1-2 Categories	% Receiving Services in 3-4 Categories	% Receiving Services in 5-6 Categories
OVERALL	13.1%	46.0%	36.7%	4.2%
Modified Systemic Model				
1	30.2%	69.8%	--	--
5	40.0%	24.0%	36.0%	--
6	4.8%	78.9%	16.3%	--
7	0.7%	11.7%	61.4%	26.2%
8	20.3%	58.2%	21.7%	--
10	2.1%	49.3%	41.8%	6.8%
Modified CBO Model				
3	32.2%	33.6%	33.6%	0.7%
11	7.4%	66.5%	24.2%	2.0%
12	3.3%	59.3%	36.0%	1.3%
13	7.9%	39.6%	47.6%	5.0%
AIDP School-with-CBO Model				
2	5.3%	68.7%	26.0%	--
4	11.3%	--	86.0%	2.7%
9	2.7%	35.4%	51.3%	10.7%

Number of Service Categories	Total DPI	Total DPP	Mod Syst Model	Mod CBO Model	AIDP School-with-CBO Model
0	13.1%	15.2%	16.5%	13.1%	6.4%
1	26.0%	31.1%	35.3%	24.4%	9.6%
2	20.0%	18.3%	13.4%	26.2%	25.1%
3	23.1%	21.7%	20.0%	24.4%	27.8%
4	13.6%	9.6%	9.4%	9.8%	26.7%
5	3.8%	3.8%	5.1%	1.8%	3.8%
6	0.4%	0.3%	0.3%	0.2%	0.7%

---

* Note: Service categories include Academic Programs, Enrichment Activities, Affiliation Activities, Job Programs, Individual Guidance, and Group Guidance.

TABLE 3-9

Proportions of Students Receiving Different Combinations of Grouped Services DPI High Schools, 1987-88

EVALUATION SAMPLE

Categories of Services Received*	Total DPI %	(N)	DPP %	(N)	AIDP %	(N)
Alternative Educational Programs only	15%	(290)	20%	(290)	--	--
Guidance only	18%	(330)	13%	(187)	32%	(143)
Affiliation only	1%	(57)	4%	(57)	--	--
Alternative Ed and Guidance, no Affiliation	34%	(633)	26%	(379)	56%	(254)
Alternative Ed and Affiliation, no Guidance	1%	(14)	1%	(14)	--	--
Guidance and Affiliation, no Alternative Ed	8%	(145)	10%	(140)	1%	(5)
Alternative Ed, Affiliation, and Guidance	9%	(167)	10%	(148)	4%	(19)
None	13%	(249)	15%	(220)	6%	(29)
TOTALS**	99%	(1885)	99%	(1435)	99%	(450)

* Note: Alternative Education includes the grouped categories of Academic Programs, Instructional Enrichment, and Job Programs. Guidance includes the grouped categories of Individual Guidance and Group Guidance. Each grouped category (including Affiliation) represents a set of individual services or activities.

** Percentages do not sum to 100% because of rounding errors.

TABLE 3-10

Services Received by Different Types of Students
DPI High Schools, 1987-88

EVALUATION SAMPLE

Category	Ind'l Guidance	Group Guidance	Academic Program	Instruct'l Enrichment	Jobs Program	Affiliation
OVERALL	62.3%	50.5%	38.0%	31.8%	8.2%	20.3%
Gender						
Male	60.4%	49.0%	41.5%	31.7%	7.1%	16.4%
Female	64.1%	52.3%	34.5%	32.1%	9.2%	24.6%
Language Proficiency						
BOE-LEP	40.7%	31.4%	19.6%	42.2%	5.9%	19.6%
Marg. LEP	54.3%	52.1%	27.7%	37.2%	6.4%	21.3%
Not LEP	65.5%	52.9%	41.0%	30.2%	8.6%	20.4%
Overage						
Not Overage	50.8%	43.9%	22.7%	31.4%	4.2%	33.0%
1 Yr Over	68.4%	54.8%	34.9%	36.8%	10.1%	23.8%
2 Yrs Over	65.2%	52.9%	42.2%	31.7%	9.3%	19.1%
3 Yrs Over	56.7%	47.8%	48.1%	29.9%	5.1%	9.0%
4+ Yrs Over	52.5%	43.4%	54.5%	27.3%	5.1%	8.1%
High School Enrollment						
Previous HS Student	61.4%	50.6%	38.6%	30.7%	7.7%	19.3%
New to HS	70.5%	54.2%	38.6%	35.9%	9.5%	26.1%
Promotion/Retention after 1986-87						
Failed	62.6%	52.0%	46.5%	31.8%	7.1%	14.2%
Passed	61.4%	49.4%	22.1%	31.6%	8.7%	31.1%

TABLE 3-11

Student Participation in Activities Sponsored by Community-Based Organizations*
DPI High Schools, 1987-88

EVALUATION SAMPLE

School	Ind'l Guidance	Group Guidance	On-Campus Enrichment	DPI-Sponsored Class	Activity Club	Peer Tutoring	GED Program	Jobs Program	Career Ed/Job Training
OVERALL	51.6%	37.1%	3.4%	2.4%	2.4%	4.3%	3.7%	3.7%	7.6%
DPP	38.9%	25.7%	4.5%	3.2%	3.2%	5.4%	4.8%	3.8%	5.5%
Modified Systemic Model	16.0%	16.7%	1.4%		0.1%	7.7%		0.5%	5.8%
1		0.7%							–
5	26.0%	26.0%				22.7%			
6	15.0%	6.1%				0.7%			
7	31.0%	24.8%			0.7%			0.7%	
8		38.5%	8.1%			22.3%		2.0%	8.8%
10	24.7%	4.1%							26.0%
Modified CBO Model	75.8%	40.3%	9.5%	8.4%	8.2%	1.8%	12.6%	9.3%	5.1%
3	47.7%	47.7%	19.5%			6.7%	5.4%	6.0%	2.0%
11	90.6%	27.5%			21.5%		5.4%	18.8%	0.7%
12	84.7%	36.7%	13.3%	1.3%	8.0%		16.0%	1.3%	12.0%
13	82.2%	53.5%	3.0%	43.6%	1.0%		28.7%	11.9%	5.9%
AIDP School-with-CBO Model	92.0%	73.3%				0.7%		3.1%	14.2%
2	90.7%	94.7%							0.7%
4	88.7%	88.7%						3.3%	29.3%
9	96.7%	36.7%				2.0%		6.0%	12.7%

---

*Note: Figures represent the proportion of students enrolled in at least one CBO program in the school who participated in each activity. No differentiation is made among CBOs in schools with more than one CBO program.

TABLE 4-1

Targeted Students Who Had Attendance Gains in 1987-88, by School
DPI High Schools, 1987-88

EVALUATION SAMPLE

School Code	N*	# of Students with Attendance Improvement	% of Total	Average Attendance Gain of Improvers
OVERALL	1640	636	39%	14%
DPP	1244	486	39%	14%
Modified Systemic	774	283	37%	13%
1	130	50	38%	12%
5	139	44	32%	12%
6	120	44	37%	13%
7	122	50	41%	15%
8	133	44	33%	9%
10	130	51	39%	16%
Modified CBO	470	203	43%	15%
3	126	75	60%	16%
11	135	53	39%	10%
12	132	55	42%	20%
13	77	20	26%	9%
AIDP				
School with CBO	396	150	38%	14%
2	136	49	36%	12%
4	127	40	32%	12%
9	133	61	46%	16%

---

*N = number of students in evaluation sample for whom both 1986-87 and 1987-88 attendance data are available.

TABLE 4-2

Change in Attendance for Targeted Students
DPI High Schools, 1987-88

EVALUATION SAMPLE

School Code	Average 1986-87 Attendance	Average 1987-88 Attendance	Change	N*
OVERALL	69%	64%	-6%	1640
DPP	69%	64%	-6%	1244
Modified Systemic	69%	63%	-7%	774
1	74%	70%	-5%	130
5	71%	65%	-7%	139
6	75%	67%	-9%	120
7	60%	54%	-6%	122
8	75%	69%	-7%	133
10	58%	51%	-8%	130
Modified CBO	69%	66%	-4%	470
3	66%	71%	+4%	126
11	74%	69%	-8%	135
12	61%	59%	-3%	132
13	78%	64%	-11%	77
AIDP				
School with CBO	69%	64%	-7%	396
2	69%	62%	-9%	136
4	70%	61%	-11%	127
9	69%	70%	-1%	133

---

*N = number of students in evaluation sample for whom both 1986-87 and 1987-88 attendance data are available.

TABLE 4-3

Targeted Students With Previous Course Failures
Who Had Gains in Percent of Courses Passed in 1987-88, by School
DPI High Schools, Evaluation Sample

School Code	N	# of Students with 1+ Failures in 86-87	# Who Gained in % Courses Passed	% of Students with Prior Failures	Average Gain in Percent of Courses Passed
OVERALL	1416	1196	501	42%	28%
DPP	1060	889	359	40%	27%
Modified Systemic	673	567	226	40%	25%
1	132	116	52	45%	23%
5	113	101	42	42%	25%
6	84	70	29	41%	27%
7	108	92	38	41%	31%
8	130	103	38	37%	24%
10	106	85	27	32%	23%
Modified CBO	387	322	133	41%	29%
3	96	75	34	45%	30%
11	113	78	32	41%	24%
12	109	102	36	35%	33%
13	69	67	31	46%	27%
AIDP					
School with CBO	357	307	142	46%	33%
2	120	107	27	25%	23%
4	113	97	61	63%	36%
9	124	103	54	52%	34%

---

*N = number of students in evaluation sample for whom both 1986-87 and 1987-88 courses passed data are available.

TABLE 4-4

All Targeted Students Who Had Gains or Losses in Percent of Courses Passed in 1987-88, by School
DPI High Schools, Evaluation Sample

School Code	N	Percent of Students with Gains in % of Courses Passed	Percent of Students with No Change in % of Courses Passed	Percent of Students with Losses in % of Courses Passed
OVERALL	1417	36%	15%	49%
DPP	1060	35%	15%	50%
Modified Systemic	673	34%	16%	50%
1	132	39%	14%	47%
5	113	37%	10%	53%
6	84	35%	20%	45%
7	108	36%	11%	53%
8	130	29%	18%	53%
10	106	28%	26%	46%
Modified CBO	387	36%	14%	50%
3	96	35%	15%	50%
11	113	33%	10%	57%
12	109	33%	22%	45%
13	69	45%	7%	48%
AIDP				
School with CBO	357	41%	14%	45%
2	120	23%	18%	59%
4	113	56%	12%	32%
9	124	44%	11%	44%

#N = number of students in evaluation sample for whom both 1986-87 and 1987-88 courses passed data are available.

TABLE 4-5

Change in Percent of Courses Passed for Targeted Students In DPI High Schools, 1987-88

EVALUATION SAMPLE

School Code	Average 1986-87 Courses Passed	Average 1987-88 Courses Passed	Change	N*
OVERALL	44%	42%	-4%	1416
DPP	44%	43%	-4%	1060
Modified Systemic	46%	44%	-4%	673
1	57%	52%	-4%	132
5	48%	44%	-4%	113
6	52%	52%	-3%	84
7	42%	38%	-7%	108
8	56%	51%	-7%	130
10	22%	25%	-2%	106
Modified CBO	42%	40%	-4%	387
3	43%	46%	-6%	96
11	52%	45%	-10%	113
12	32%	32%	+2%	109
13	41%	39%	-3%	69
AIDP				
School with CBO	42%	43%	-1%	357
2	41%	31%	-12%	120
4	39%	51%	+9%	113
9	45%	48%	0%	124

---

*N = number of students in evaluation sample for whom both 1986-87 and 1987-88 courses passed data are available.

TABLE 4-6

Credits Earned and Estimated Credits Attempted
DPI Targeted Students, 1987-88

School Code	Credits Earned in 1987-88	Estimated Credits Attempted	N
OVERALL	4.7	11.2	1431
DPP	4.7	10.9	1055
Modified Systemic	5.0	11.6	618
1	6.2	11.9	139
5	3.6	8.2	20
6	6.1	11.7	110
7	3.9	10.3	108
8	5.9	11.6	131
10	2.7	10.8	110
Modified CBO	4.2	10.0	437
3	5.0	10.9	97
11	5.2	11.6	118
12	3.4	10.6	123
13	3.3	10.0	99
AIDP			
School with CBO	4.6	9.5	376
2	3.6	11.6	132
4	5.0	9.8	115
9	5.3	8.8	129

TABLE 4-7

Proportions of Targeted Students Earning 10 or more Credits in DPI High Schools in 1987-88

Evaluation Sample

Model and School	Percent Earning 10 or More Credits	N
DPI Overall	18.0%	1431
DPP	19.2%	1055
Modified Systemic	21.8%	618
School 1	30.9%	139
School 5	0.0%	20
School 6	29.1%	110
School 7	11.1%	108
School 8	30.5%	131
School 10	7.3%	110
Modified CBO	15.6%	437
School 3	21.6%	97
School 11	18.6%	118
School 12	12.2%	123
School 13	10.1%	99
AIDP School-with -CBO	14.6%	376
School 2	9.1%	132
School 4	15.7%	115
School 9	19.4%	129

Table 4-8

End-of-Year Status of Students
Targeted for Services in DPI 1987-88

Full High School Roster

Status at Beginning of 1988-89 School Year

Count / Row % / Col %		Disch. Dropout	Other Disch. Not Dropout	No Grade but in School	Disch. into G.E.D.	Grade 9	Grade 10	Grade 11	Grade 12	Received H.S. Diploma	Received G.E.D.	Special Ed.	Row Total
Grade in 1987-88	9	357 17.4 50.5	120 5.9 50.8	179 8.7 55.4	58 2.8 63.0	466 27.6 89.1	* 572 27.9 46.0	133 6.5 17.9	20 1.0 5.7	2 .1 .9	14 1.7 27.2	8 .4 6.1	2049 44.6
	10	282 15.9 32.8	50 2.8 21.2	112 7.7 34.7	25 1.7 27.2	54 3.7 8.5	417 28.7 40.8	428 29.4 57.5	59 4.1 16.8	21 1.4 9.8	54 3.7 43.2	3 .2 1.9	1465 31.8
	11	59 9.7 8.3	23 3.8 9.7	26 4.3 8.0	5 .8 5.4	10 1.6 1.6	16 2.6 1.6	161 26.5 21.6	216 35.6 61.5	58 9.6 27.0	31 5.0 24.8		607 13.2
	12	12 5.7 1.7	10 4.7 4.2				1 1.4 .1	10 4.7 1.3	47 22.1 13.4	126 59.7 58.6	3 1.4 2.4		211 4.6
	SE	47 16.5 6.6	33 11.6 14.0	6 2.1 1.9	4 1.4 1.1	5 1.8 .8	11 4.0 1.3	12 4.2 1.6	9 3.2 2.6	8 2.8 3.7	1 .4 .8	147 51.6 93.0	285 6.2
Column Total		707 15.3	236 5.1	321 7.0	92 2.0	684 14.8	1021 22.2	744 16.1	851 18.5	218 4.7	125 2.7	158 3.4	4607 100.0

Number of Missing Observations: 174

* Cases in the blocked out zone are promotions. Cases where students were promoted two or three grades probably include instances where the 1987-88 grade code used by DPI staff in Fall 1987 was not up-to-date. Students for whom there was no 1988-89 grade code but who were listed as still in school may or may not have been promoted. Except where graduation is involved, promotion has not been determined for special education students.

TABLE 4-9

Proportions of Targeted Students in Grades 9 Through 12 Promoted or Graduated and Other Outcomes at End of 1987-88 School Year

by Model and School

Full Roster Sample
Excluding Students in Special Education

Model and School	Targeted Students in Grades 9-12 1987-88	Percent Promoted or Graduated June 1988	Percent Retained in Grade June 1988	Percent in School, no Grade for 1988-89	Percent Discharged into G.E.D. in 1987-88	Percent Discharged as Dropout in 1987-88	Percent Discharged Other Reason in 1987-88
DPI Overall	4311	40.8%	29.8%	7.4%	2.0%	15.3%	4.7%
DPP	3180	40.2%	29.8%	6.7%	2.1%	15.9%	5.3%
Modified Systemic	2170	41.6%	28.8%	6.5%	3.0%	15.0%	5.1%
School 1	285	50.2%	22.4%	7.7%	4.6%	11.6%	3.5%
School 5	413	44.1%	21.9%	5.6%	1.5%	23.0%	3.9%
School 6	541	42.0%	28.0%	5.4%	3.3%	15.9%	5.4%
School 7	194	28.4%	46.9%	7.7%	1.5%	9.8%	5.7%
School 8	414	48.6%	27.1%	4.3%	2.9%	12.8%	4.3%
School 10	323	29.4%	37.4%	8.4%	4.3%	12.1%	8.4%
Modified CBO	1010	37.2%	31.3%	7.2%	0.8%	18.0%	5.5%
School 3	299	37.8%	28.8%	3.3%	1.0%	22.4%	6.7%
School 11	310	38.7%	41.0%	6.1%	1.0%	10.3%	2.9%
School 12	262	38.2%	22.8%	9.9%	0.4%	21.4%	7.3%
School 13	139	30.9%	30.3%	12.9%	0.7%	19.4%	5.8%
AIDP School-with -CBO	1131	42.4%	30.0%	9.7%	1.2%	13.5%	3.2%
School 2	388	48.2%	39.7%	3.4%	0.5%	5.9%	2.3%
School 4	441	42.6%	17.7%	14.7%	2.3%	17.9%	4.8%
School 9	302	34.8%	35.0%	10.6%	0.7%	16.9%	2.0%

TABLE 4-10

Proportions of Targeted and Not-Targeted/Comparison Attendance-Eligible Students Discharged as Dropouts from High School in 1987-88 by Grade Level and Model in DPI

	Targeted Students Evaluation Sample						Not-Targeted Students Comparison Samples					
	Grade Level						Grade Level					
	9	10	11	12	SE	All	9	10	11	12	SE	All
DPI Overall												
% of sample*	55%	31%	7%	2%	6%	1001	32%	27%	16%	10%	15%	1107
% dropout	26%	19%	22%	16%	34%	24%	34%	32%	30%	23%	37%	32%
Modified Systemic												
% of sample	52%	33%	7%	1%	7%	473	34%	29%	15%	8%	13%	494
% dropout	26%	15%	29%	14%	35%	24%	32%	31%	34%	20%	32%	31%
Modified CBO												
% of sample	69%	18%	5%	3%	5%	291	37%	21%	15%	10%	17%	359
% dropout	26%	32%	20%	25%	36%	27%	39%	28%	29%	16%	33%	32%
AIDP School-with-CBO												
% of sample	41%	41%	10%	1%	7%	237	21%	34%	18%	11%	16%	254
% dropout	23%	17%	13%	0%	31%	20%	32%	35%	24%	38%	49%	35%

---

*The table shows that 55% of the DPI evaluation sample students were in the 9th grade and that there were 1001 students in the sample overall. Of the 55% who were in the 9th grade, 26% were discharged as dropouts during 1987-88. Twenty-four percent (24%) of the total DPI evaluation sample were discharged as dropouts.

TABLE 4-11

Proportions of Students Dropping Out of High School in Different Samples of Targeted and Comparison Students for High School DPI Models and Schools in 1987-88

Model and School	Students in All 1986-87 Attendance Ranges: Total Targeted Population N	% Dropout	Evaluation Sample N	% Dropout	Students Eligible on Basis of 1986-87 Attendance: Evaluation Sample N	% Dropout	Comparison Students N	% Dropout
DPI	4610	16.0%	1826	17.4%	1005	24.0%	1179	34.0%
DPP	3353	16.7%	1397	17.7%	764	24.9%	886	32.7%
Modified Systemic	2278	15.8%	862	16.1%	473	23.3%	502	31.9%
1	307	11.4%	147	10.2%	58	22.4%	84	26.2%
5	455	23.5%	148	20.9%	90	27.8%	78	25.6%
6	550	16.2%	144	21.5%	55	32.7%	94	38.3%
7	218	14.2%	143	14.0%	101	15.8%	81	34.6%
8	426	13.4%	139	16.5%	59	32.2%	86	38.4%
10	322	12.4%	141	13.5%	110	17.3%	79	26.6%
Modified CBO	1075	18.6%	535	20.2%	291	27.5%	384	33.9%
3	311	22.2%	147	23.8%	89	31.5%	100	38.0%
11	343	11.4%	148	15.5%	72	23.6%	99	39.4%
12	262	22.9%	143	23.1%	96	31.3%	96	33.3%
13	159	20.1%	97	17.5%	34	14.7%	89	23.6%
AIDP Schl-w.-CBO	1257	14.2%	429	16.6%	241	21.2%	293	37.9%
2	417	6.0%	143	7.7%	81	11.1%	97	28.9%
4	499	18.6%	149	22.1%	82	26.8%	98	35.7%
9	341	17.6%	137	19.7%	78	25.6%	98	49.0%
Not-DPI AIDP Schools							2200	31.2%

TABLE 4-12

Attendance of Students Who Meet Attendance Eligibility Criteria: Comparison of Different Samples

	Average Attendance 1986-87	Average Attendance 1987-88	Percent Change (N)
EVALUATION STUDENTS SERVED (INCLUDING THOSE DISCHARGED AS DROP-OUTS)			
DPI Overall	55%	52%	-4% (907)
DPP Targeted	55%	52%	-4% (692)
Mod. Sys.	55%	49%	-6% (431)
Mod. CBO	56%	56%	-1% (261)
AIDP Schl. w. CBO	56%	54%	-4% (215)
EVALUATION STUDENTS SERVED (EXCLUDING THOSE DISCHARGED AS DROP-OUTS)			
DPI Overall	57%	54%	-3% (710)
DPP Targeted	56%	54%	-3% (537)
Mod. Sys.	55%	51%	-4% (338)
Mod. CBO	58%	58%	-1% (119)
AIDP Schl. w. CBO	58%	57%	-2% (173)
COMPARISON GROUPS: STUDENTS NOT SERVED (INCLUDING THOSE DISCHARGED AS DROP-OUTS)			
DPI Comp. Overall	55%	49%	-9% (866)
DPP Comp.	55%	52%	-6% (670)
DPP Mod. Sys. Comp.	55%	48%	-8% (419)
DPP Mod. CBO. Comp.	55%	58%	-3% (251)
AIDP Schl.-CBO Comp.	53%	39%	-16% (196)
Not-DPI AIDP Comp.	58%	55%	-5% (1531)
COMPARISON GROUPS: STUDENTS NOT SERVED (EXCLUDING THOSE DISCHARGED AS DROP-OUTS)			
DPI Comp. Overall	58%	56%	-4% (641)
DPP Comparison	59%	59%	-1% (495)
DPP Mod. Sys. Comp.	58%	56%	-3% (292)
DPP Mod. CBO Comp.	60%	64%	+1% (203)
AIDP Schl.-CBO Comp.	56%	45%	-12% (146)
Not-DPI AIDP Comp.	61%	59%	-3% (1148)

TABLE 4-13

Percent of Courses Passed by Students Who Meet Attendance Eligibility Criteria: Comparison of Different Samples

	% of Courses Passed 1986-87	% of Courses Passed 1987-88	Percent Change	(N)
EVALUATION STUDENTS SERVED (INCLUDING THOSE DISCHARGED AS DROP-OUTS)				
DPI Overall	28%	29%	-1%	(746)
DPP Targeted	28%	27%	-3%	(554)
Mod. Sys.	26%	25%	-3%	(351)
Mod. CBO	30%	30%	-2%	(203)
AIDP Schl. w. CBO	28%	35%	+5%	(192)
EVALUATION STUDENTS SERVED (EXCLUDING THOSE DISCHARGED AS DROP-OUTS)				
DPI Overall	31%	31%	0%	(605)
DPP Targeted	31%	29%	-2%	(445)
Mod. Sys.	29%	28%	-2%	(281)
Mod. CBO	34%	33%	-3%	(164)
AIDP Schl. w. CBO	30%	37%	+7%	(160)
COMPARISON GROUPS: STUDENTS NOT SERVED (INCLUDING THOSE DISCHARGED AS DROP-OUTS)				
DPI Comp. Overall	32%	32%	-4%	(654)
DPP Comp.	33%	35%	-5%	(494)
DPP Mod. Sys. Comp.	32%	31%	-5%	(341)
DPP Mod. CBO. Comp.	36%	42%	-3%	(153)
AIDP Schl.-CBO Comp.	28%	22%	-8%	(160)
Not-DPI AIDP Comp.	31%	33%	-2%	(1303)
COMPARISON GROUPS: STUDENTS NOT SERVED (EXCLUDING THOSE DISCHARGED AS DROP-OUTS)				
DPI Comp. Overall	36%	38%	0%	(509)
DPP Comparison	38%	41%	0%	(387)
DPP Mod. Sys. Comp.	35%	37%	0%	(256)
DPP Mod. CBO Comp.	42%	48%	+1%	(131)
AIDP Schl.-CBO Comp.	30%	28%	-5%	(122)
Not-DPI AIDP Comp.	37%	38%	-1%	(1002)

TABLE 4-14

Average Credits Earned in 1987-88 by Students Who Meet Attendance Eligibility Criteria: Comparison of Different Samples

Model and School	Grade Level 9	10	11	12	SE
	Credits (N)				
ATTENDANCE-ELIGIBLE EVALUATION STUDENTS SERVED (INCLUDING THOSE DISCHARGED AS DROP-OUTS)					
DPI Overall	2.4 (405)	3.7 (211)	3.5 (46)	3.5 (11)	3.4 (47)
DPP	2.3 (304)	3.4 (134)	3.7 (27)	3.2 (8)	3.2 (32)
Mod. Sys.	1.9 (171)	3.3 (96)	3.2 (15)	2.3 (2)	3.6 (21)
Mod. CBO	2.5 (153)	3.8 (38)	4.3 (12)	3.5 (6)	2.6 (11)
AIDP School-with-CBO	3.2 (81)	4.2 (77)	3.3 (19)	4.3 (3)	3.6 (15)
COMPARISON GROUPS: STUDENTS NOT SERVED (INCLUDING THOSE DISCHARGED AS DROP-OUTS)					
DPI Comp. Overall	1.7 (171)	2.9 (191)	5.1 (127)	6.4 (57)	2.3 (112)
DPP Comp.	1.7 (144)	3.4 (136)	5.6 (89)	6.7 (44)	2.2 (82)
DPP Mod. Sys. Comp.	1.5 (106)	3.4 (95)	4.9 (58)	5.8 (25)	1.9 (52)
DPP Mod. CBO. Comp.	2.4 (38)	3.5 (41)	7.0 (31)	7.8 (19)	2.8 (30)
AIDP Schl.-CBO Comp.	1.8 (27)	1.6 (55)	3.7 (38)	5.3 (13)	2.5 (30)

TABLE 4-15

Change in Attendance between 1986-87 and 1987-88
for Attendance-Eligible, Not-Incoming
Targeted and Comparison Students
in Each DPI High School

	Targeted Students				Comparison Students			
School	Average 1986-87 Attend	Average 1987-88 Attend	Change	N*	Average 1986-87 Attend	Average 1987-88 Attend	Change	N
Modified Systemic Schools	55%	48%	-7%	363	56%	48%	-9%	397
1	54%	54%	-1%	45	56%	51%	-8%	68
5	62%	57%	-6%	75	62%	63%	0%	60
6	58%	50%	-7%	36	55%	41%	-14%	76
7	51%	48%	-4%	68	47%	44%	-6%	61
8	54%	46%	-8%	54	57%	47%	-12%	67
10	52%	39%	-12%	85	56%	42%	-14%	65
Modified CBO Schools	55%	56%	-1%	225	55%	58%	-2%	247
3	54%	61%	+6%	71	60%	66%	+1%	62
11	59%	56%	-6%	43	50%	49%	-5%	61
12	51%	51%	-1%	80	50%	56%	-3%	65
13	64%	56%	-7%	31	61%	61%	-2%	59
AIDP School-with-CBO Schools	57%	54%	-4%	185	53%	37%	-18%	199
2	55%	50%	-6%	71	55%	45%	-14%	61
4	57%	51%	-9%	59	51%	25%	-24%	81
9	58%	62%	+2%	55	52%	45%	-12%	57

* N=Number of students for whom both 1986-87 and 1987-88 attendance are available.

TABLE 4-16

Change in Percent of Courses Passed Between 1986-87 and 1987-88 for Attendance-Eligible, Not-Incoming Targeted and Comparison Students in Each DPI High School

School	Targeted Students: Average 1986-87 Course Pass	Targeted Students: Average 1987-88 Course Pass	Targeted Students: Change	Targeted Students: N*	Comparison Students: Average 1986-87 Course Pass	Comparison Students: Average 1987-88 Course Pass	Comparison Students: Change	Comparison Students: N
Modified Systemic Schools	24%	25%	-1%	307	32%	31%	-5%	326
1	28%	25%	-4%	49	38%	28%	-12%	72
5	31%	35%	+3%	62	35%	36%	-2%	52
6	19%	26%	+6%	24	33%	34%	-7%	52
7	27%	27%	-2%	59	27%	41%	+8%	40
8	26%	21%	-3%	50	33%	28%	-8%	59
10	16%	18%	-1%	63	24%	23%	-4%	51
Modified CBO Schools	26%	30%	+1%	182	36%	44%	-2%	156
3	26%	34%	+3%	46	47%	53%	0%	56
11	33%	31%	-6%	37	27%	33%	-4%	47
12	21%	25%	+2%	71	38%	44%	-2%	53
13	31%	34%	+3%	28	21%	--	--	0
AIDP School-with-CBO Schools	26%	35%	+6%	168	27%	22%	-7%	158
2	28%	21%	-8%	67	27%	24%	-5%	60
4	23%	43%	+18%	51	25%	17%	-11%	48
9	28%	44%	+13%	50	29%	26%	-6%	50

* N=Number of students for whom both 1986-87 and 1987-88 courses passed are available.

TABLE 4-17

Comparison of Findings
from Teachers College Evaluation of 1987-88 DPI
and OREA Evaluation of 1987-88 AIDP

	TC/DPI		OREA/AIDP
	1		2
All targeted students	N		N
1986-87 Attendance	69%		72%
1987-88 Attendance	64%		66%
Attendance Change	-6%		-6%
Attendance Improvement	39%		39%
1986-87 Courses Passed	44%		42%
1987-88 Courses Passed	42%		43%
Courses Passed Change	-4%		+1%
Courses Passed Improvement	42%		42%
Credits Earned 1987-88	4.7		5.3
	3		4
Program Attendance-Eligible Students	N		N
1986-87 Attendance	55%		66%
1987-88 Attendance	52%		62%
Attendance Change	-4%		-4%
1986-87 Courses Passed	28%		29%
1987-88 Courses Passed	29%		36%
Courses Passed Change	-1%		+7%
	5	6	7
Comparison Attendance-Eligible Students	N	N	N
1986-87 Attendance	55%	58%	67%
1987-88 Attendance	49%	55%	61%
Attendance Change	-9%	-5%	-6%
1986-87 Courses Passed	32%	31%	40%
1987-88 Courses Passed	32%	33%	36%
Courses Passed Change	-4%	-2%	-4%

TABLE 4-17, continued

AIDP School-with-CBO Model/ Operation Success	TC/DPI N[8]	OREA/AIDP N[9]
Model (All three schools)		
1986-87 Attendance	69%	74%
1987-88 Attendance	64%	66%
Attendance Change	-7%	-7%
Attendance Improvement	38%	39%
1986-87 Courses Passed	42%	42%
1987-88 Courses Passed	43%	45%
Courses Passed Change	-1%	+3%
Courses Passed Improvement	46%	43%
Credits Earned 1987-88	4.6	5.5
School 2		
Attendance Improvement	36%	41%
Courses Passed Improvement	25%	32%
School 4		
Attendance Improvement	32%	31%
Courses Passed Improvement	63%	66%
School 9		
Attendance Improvement	46%	36%
Courses Passed Improvement	52%	51%

---

[1] N "All targeted students" means targeted students at all levels of eligibility and from all schools in the respective programs. For TC, the schools were the 13 schools in the DPI. From a total program population of 4311 targeted students, TC picked a random sample of 100 to 150 students in each school to constitute an evaluation sample of 1885 students. The TC attendance and courses passed Ns are based on the number of students in the evaluation sample for whom at least one semester of data was available from the year in question, 1986-87 or 1987-88, or both years for a change score. For the attendance change and improvement scores, the TC N is 1640, or 87% of the evaluation sample. The TC change score does not necessarily equal the apparent difference between the scores for the two years separately. From

extensive analyses which have shown that data tend to be missing more for students with lower school performance, TC has concluded that results are less distorted if a semester's data are projected for a year in which the other semester's data are missing than if the case is omitted from the sample. Discharged students are included in samples for which results are reported in this table; as shown in Tables 4-12 and 4-13, results are more positive for samples that exclude students discharged as dropouts.

[2] N For OREA, the program encompassed the 26 schools in the AIDP, including three schools (Operation Success) that were also in the DPI--a deliberate overlap for evaluation purposes. OREA used the total program population of 5,124 to constitute its samples, but then excluded 553 students who had been discharged for one or another reason during the 1987-88 school year. OREA further excluded students who were missing data from any of the four semesters for the attendance, courses passed, and credits earned measures respectively. The resulting N for OREA for the attendance change and improvement scores was 3009, or 59% of their evaluation sample. For most attendance and courses passed measures in Table 4-38, the raw percents for one year or another are higher for the OREA samples than for the TC samples. Courses passed change scores tend to be more positive for the OREA samples. However, the attendance change scores and both the attendance and the courses passed improvement scores tend be the same or very close for the TC and OREA samples, except at the individual school level. The number of credits earned is higher for the OREA samples.

[3] [4] N and N The samples here are those students from the program evaluation samples who were eligible for program services on the basis of 1986-87 attendance.

[5] N TC made up a DPI comparison sample by choosing 100 students randomly from the nontargeted, attendance eligible students in each of the 13 DPI high schools. The Ns here are all of those students from this sample with appropriate data, as specified above.

[6] N TC made up a non-DPI, AIDP comparison sample by choosing 100 students randomly from the nontargeted, attendance eligible students in each of the 23 AIDP schools that were not in the DPI, i. e., all of the schools except the three in Operation Success.

[7] N OREA constituted an AIDP sample of (all?) nontargeted, attendance eligible students in the 26 AIDP schools who had complete data for the respective measures.

TABLE 4-17, continued

[8] N The sample here is the targeted students in the three AIDP School-with-CBO schools. These are three of the seven Project Connect schools in the DPI, but are the only three Project Connect schools in the AIDP.

[9] N These are the same three Project Connect schools indicated in [8] N. However, the evaluation samples are different, not just because of the different selection procedures explicated above, but because TC identified more cases of students (1237) targeted for AIDP services in these three schools than did OREA (1129).

The actual Ns for TC can be found in the relevant tables earlier in this report. OREA's Ns are given for most but not all of the measures in OREA (1989), Evaluation Section Report: High School Attendance Improvement Dropout Prevention (A.I.D.P.) Program, 1987-88, End-of-Year Report.

TABLE 4-18

Change in Attendance for Targeted Students Served by Different Combinations of School and CBO DPI High Schools, 1987-88

EVALUATION SAMPLE

Model by Unit Giving Service	Average 1986-87 Attendance	Average 1987-88 Attendance	Change	N*
All DPI				
School only	69%	63%	-8%	416
CBO only	73%	69%	-5%	290
School & CBO	68%	63%	-6%	876
Not School or CBO	69%	63%	-8%	58
Modified Systemic				
School only	69%	63%	-7%	401
CBO only	74%	65%	-9%	131
School & CBO	64%	60%	-3%	186
Not School or CBO	69%	62%	-8%	56
Modified CBO				
School only	54%	45%	-10%	15
CBO only	72%	72%	-1%	159
School & CBO	68%	63%	-5%	295
Not School or CBO	93%	94%	(0%)	1
AIDP Model				
School only	N.A.	-	-	-
CBO only	N.A.	-	-	-
School & CBO	69%	64%	-7%	395
Not School or CBO	72%	90%	(+17%)	1

TABLE 4-19

Change in Percent of Courses Passed for Targeted Students Served by Different Combinations of School and CBO DPI High Schools, 1987-88

EVALUATION SAMPLE

Model by Unit Giving Service	Average 1986-87 % of Courses Passed	Average 1987-88 % of Courses Passed	Change	Ns
All DPI				
School only	48%	49%	-5%	357
CBO only	47%	44%	-8%	231
School & CBO	41%	40%	-2%	782
Not School or CBO	39%	41%	-5%	47
Modified Systemic				
School only	50%	49%	-5%	344
CBO only	51%	42%	-7%	113
School & CBO	37%	35%	-1%	171
Not School or CBO	39%	42%	-3%	45
Modified CBO				
School only	20%	36%	+17%	13
CBO only	45%	46%	-8%	118
School & CBO	42%	38%	-4%	255
Not School or CBO	53%	13%	(-40%)	1
AIDP Model				
School only	N.A.	-	-	-
CBO only	N.A.	-	-	-
School & CBO	42%	43%	-1%	356
Not School or CBO	67%	0%	(-67%)	1

TABLE 4-20

Targeted Students
Who Improved Attendance in 1987-88, by CBO
DPI High Schools, Evaluation Sample

CBO	School Location	N	# of Students with Attendance Improvement	% of Total	Average Gain of Improvers
Operation Success	Yes, 7 schls	748	297	40%	14%
	No, "	118	56	47%	14%
Yes*	School 2	132	46	35%	12%
No	"	4	3	(75%)**	7%
Yes	School 3	97	55	57%	18%
No	"	29	20	69%	10%
Yes	School 4	126	40	32%	12%
No	"	1	0	(0%)	-
Yes	School 9	116	54	47%	16%
No	"	17	7	41%	20%
Yes	School 11	134	52	39%	11%
No	"	1	1	(100%)	9%
Yes	School 12	72	33	46%	20%
No	"	60	22	37%	53%
Yes	School 13	71	17	24%	9%
No	"	6	3	(50%)	6%
Project Smart	Yes, 5 schls	90	42	47%	11%
	No, "	570	226	40%	14%
Yes	School 1	15	5	33%	15%
No	"	115	45	39%	12%
Yes	School 3	19	16	84%	5%
No	"	107	59	55%	18%
Yes	School 5	31	9	29%	20%
No	"	108	35	32%	10%
Yes	School 8	6	3	(50%)	11%
No	"	127	41	32%	8%
Yes	School 12	19	9	47%	12%
No	"	113	46	41%	21%

Table 4-20, continued

CBO	School Location	N	# of Students with Attendance Improvement	% of Total	Average Gain of Improvers
Aspira					
Yes	School 8	18	8	44%	9%
No	"	115	36	31%	9%
Urban Adventures					
Yes	School 8	11	1	9%	22%
No	"	122	43	35%	8%
Grand Street					
Yes	School 10	47	20	43%	19%
No	"	83	31	37%	14%
Good Shepherd					
Yes	School 7	37	21	57%	12%
No	"	85	29	34%	17%
Manhattan Valley					
Yes	School 5	29	8	28%	22%
No	"	110	36	33%	10%
Pius XII					
Yes	School 6	26	6	23%	16%
No	"	94	38	40%	13%
Northwest Bronx Coalition					
Yes	School 1	35	15	43%	15%
No	"	95	35	37%	11%
Operation Futures					
Yes	School 8	39	11	28%	9%
No	"	94	33	35%	8%

* "Yes" means students who were assigned to CBO, "No" means students who were not assigned to CBO.
** When the N of students is less than 10, the improvement percent is shown in parentheses ().

TABLE 4-21

Attendance Change for
Students Served and Not Served by Different CBOs
in DPI High Schools, 1987-88

CBO	High School Location	Average 1986-87 Attend	Average 1987-88 Attend	Change	N
Operation Success	Yes, 7 schls	70%	65%	-6%	748
	No, "	65%	63%	-3%	118
Yes	School 2	69%	61%	-9%	132
No	"	73%	74%	(+1%)	4
Yes	School 3	64%	69%	+4%	97
No	"	74%	77%	+3%	29
Yes	School 4	70%	61%	-11%	126
No	"	90%	81%	(-9%)	1
Yes	School 9	69%	69%	-1%	116
No	"	71%	71%	-3%	17
Yes	School 11	74%	69%	-8%	134
No	"	59%	67%	(+9%)	1
Yes	School 12	65%	65%	0%	72
No	"	57%	51%	-7%	60
Yes	School 13	78%	64%	-12%	71
No	"	81%	69%	(-4%)	6
Project Smart	Yes, 5 schls	80%	78%	-3%	90
	No, "	68%	65%	-4%	570
Yes	School 1	76%	77%	-1%	15
No	"	74%	69%	-5%	115
Yes	School 3	87%	91%	+4%	19
No	"	63%	68%	+4%	107
Yes	School 5	76%	67%	-8%	31
No	"	70%	65%	-6%	108
Yes	School 8	84%	84%	(+1%)	6
No	"	75%	68%	-7%	127
Yes	School 12	81%	79%	-3%	19
No	"	58%	55%	-3%	113

Table 4-21, continued

CBO	High School Location	Average 1986-87 Attend	Average 1987-88 Attend	Change	N
Aspira					
Yes	School 8	80%	79%	0%	18
No	"	74%	67%	-8%	115
Urban Adventures					
Yes	School 8	78%	68%	-13%	11
No	"	75%	69%	-6%	122
Grand Street					
Yes	School 10	61%	55%	-6%	47
No	"	57%	49%	-9%	83
Good Shepherd					
Yes	School 7	62%	64%	0%	37
No	"	59%	50%	-9%	85
Manhattan Valley					
Yes	School 5	76%	66%	-9%	29
No	"	70%	65%	-6%	110
Pius XII					
Yes	School 6	65%	50%	-13%	26
No	"	78%	71%	-8%	94
Northwest Bronx Coalition					
Yes	School 1	67%	65%	-1%	35
No	"	77%	72%	-6%	95
Operation Futures					
Yes	School 8	67%	55%	-12%	39
No	"	78%	74%	-5%	94

TABLE 4-22

Targeted Students with Previous Course Failures Who Had Gains in Percent of Courses Passed in 1987-88, by CBO DPI High Schools, Evaluation Sample

CBO	School	# of Students with 1+ Failures in 86-87	# Who Gained in Courses Passed	% of Students with Prior Failures	Average Gain in Proportion of Courses Passed
Operation Success	Yes, 7 schls	545	244	45%	31%
	No, "	84	31	37%	30%
Yes*	School 2	104	26	25%	24%
No	"	3	1	(33%)**	4%
Yes	School 3	12	6	50%	29%
No	"	63	28	44%	34%
Yes	School 4	97	61	63%	36%
No	"	0	--	--	
Yes	School 9	94	49	52%	34%
No	"	9	5	(56%)	39%
Yes	School 11	77	32	42%	24%
No	"	1	0	(0%)	--
Yes	School 12	61	25	41%	36%
No	"	41	11	27%	27%
Yes	School 13	60	28	47%	27%
No	"	7	3	(43%)	20%
Project Smart	Yes, 5 schls	66	33	50%	20%
	No, "	431	169	39%	28%
Yes	School 1	15	7	47%	14%
No	"	101	45	45%	25%
Yes	School 3	12	6	50%	9%
No	"	63	28	44%	35%
Yes	School 5	17	9	53%	28%
No	"	84	33	39%	24%
Yes	School 8	6	5	(83%)	23%
No	"	97	33	34%	24%
Yes	School 12	16	6	38%	21%
No	"	86	30	35%	36%

Table 4-22, continued

CBO	School	# of Students with 1+ Failures in 86-87	# Who Gained in Courses Passed	% of Students with Prior Failures	Average Gain in Proportion of Courses Passed
Aspira					
Yes	School 8	17	7	41%	29%
No		86	31	36%	23%
Urban Adventures					
Yes	School 8	10	2	20%	21%
No		93	36	39%	24%
Grand Street					
Yes	School 10	30	11	37%	18%
No		55	16	29%	27%
Good Shepherd					
Yes	School 7	34	18	53%	32%
No		58	20	35%	31%
Manhattan Valley					
Yes	School 5	16	9	56%	28%
No		85	33	39%	24%
Pius XII					
Yes	School 6	8	2	(25%)	11%
No		62	27	44%	28%
Northwest Bronx Coalition					
Yes	School 1	36	20	56%	27%
No		80	32	40%	21%
Operation Futures					
Yes	School 8	36	12	33%	27%
No		67	26	39%	22%

* "Yes" means students who were assigned to CBO, "No" means students who were not assigned to CBO.
** When the number of students with 1+ failures in 1986-87 is less than 10, the gain percent is shown in parentheses ().

TABLE 4-23

Courses Passed Change for
Students Served and Not Served by Different CBOs
in DPI High Schools, 1987-88

CBO	High School Location	Average 1986-87 Course Pass	Average 1987-88 Course Pass	Change	N
Operation Success	Yes, 7 schls	42%	42%	-3%	644
	No, "	40%	36%	-5%	100
Yes	School 2	41%	31%	-12%	117
No	"	45%	17%	(-24%)	3
Yes	School 3	39%	41%	-8%	66
No	"	56%	57%	-2%	30
Yes	School 4	38%	51%	+9%	112
No	"	100%	50%	(-50%)	1
Yes	School 9	45%	48%	+2%	109
No	"	47%	44%	-11%	18
Yes	School 11	51%	45%	-9%	112
No	"	88%	0%	(-88%)	1
Yes	School 12	36%	40%	+3%	66
No	"	25%	22%	-1%	43
Yes	School 13	41%	39%	-4%	62
No	"	37%	42%	(+4%)	7
Project Smart	Yes, 5 schls	62%	56%	-5%	84
	No, all "	45%	43%	-4%	496
Yes	School 1	60%	56%	-4%	17
No	"	56%	51%	-4%	115
Yes	School 3	79%	65%	-14%	20
No	"	37%	41%	-4%	76
Yes	School 5	56%	44%	-5%	23
No	"	45%	44%	-4%	90
Yes	School 8	68%	80%	(12%)	6
No	"	56%	49%	-8%	124
Yes	School 12	55%	54%	-1%	18
No	"	27%	28%	+2%	91

Table 4-23, continued

CBO	High School Location	Average 1986-87 Course Pass	Average 1987-88 Course Pass	Change	N
Aspira					
Yes	School 8	52%	52%	0%	18
No	"	57%	50%	-8%	112
Urban Adventures					
Yes	School 8	49%	28%	-26%	10
No	"	57%	52%	-5%	120
Grand Street					
Yes	School 10	26%	21%	-4%	41
No	"	20%	27%	0%	66
Good Shepherd					
Yes	School 7	40%	40%	+1%	38
No	"	42%	37%	-11%	70
Manhattan Valley					
Yes	School 5	56%	43%	-4%	21
No	"	46%	44%	-4%	92
Pius XII					
Yes	School 6	34%	30%	(-5%)	8
No	"	56%	55%	-2%	76
Northwest Bronx Coalition					
Yes	School 1	38%	40%	+4%	36
No	"	63%	56%	-7%	96
Operation Futures					
Yes	School 8	39%	35%	-5%	37
No	"	63%	57%	-8%	93

TABLE 4-24

Rates of Attendance and Courses Passed for Targeted Students Participating in DPI Activities in Each High School in 1987-88*

School

Activity	1 Rate for 1987-88	1 Chg from 1986-87	1 N for Chg	2 Rate for 1987-88	2 Chg from 1986-87	2 N for Chg	3 Rate for 1987-88	3 Chg from 1986-87	3 N for Chg	4 Rate for 1987-88	4 Chg from 1986-87	4 N for Chg
All Targeted Students												
Attendance	70%	-5%	130	62%	-9%	136	71%	+4%	126	61%	-11%	127
Courses	52%	-4%	132	31%	-12%	120	46%	-6%	96	51%	+9%	113
Case Management F												
Attendance												
Courses												
Student Leadership S												
Attendance												
Courses												
GED Program												
Attendance							66%	+5%	10	67%	-9%	10
Courses												
Transitional Class												
Attendance							53%	-1%	16	67%	-12%	57
Courses							35%	+7%	16	51%	-2%	56
Mini-School Program												
Attendance										56%	-16%	74
Courses										43%	+11%	68
Blocked Academic Program												
Attendance				51%	-6%	25				62%	-12%	106
Courses				19%	-5%	24				48%	+9%	98

---

* Rates are reported only when change scores were available for at least 10 students participated in a given activity in a given school.

Table 4-24, continued

School

Activity	1 Rate for 1987-88	1 Chg from 1986-87	1 N for Chg	2 Rate for 1987-88	2 Chg from 1986-87	2 N for Chg	3 Rate for 1987-88	3 Chg from 1986-87	3 N for Chg	4 Rate for 1987-88	4 Chg from 1986-87	4 N for Chg
Job Employment Program												
Attendance										78%	-6%	12
Courses										79%	+27%	11
Career Education Job Training												
Attendance										70%	-2%	42
Courses										62%	-13%	39
On-Campus Enrichment MS												
Attendance	68%	-3%	50				87%	+6%	30			
Courses	44%	-5%	51				66%	-3%	30			
Health Program												
Attendance												
Courses												
DPP-Sponsored Class												
Attendance	77%	-8%	52									
Courses	72%	-3%	53									
Activity Club												
Attendance												
Courses												
Off-Campus Enrichment MF												
Attendance				68%	-9%	12				44%	-20%	36
Courses				36%	-39%	12				35%	+5%	35
Peer Tutoring S												
Attendance							69%	+3%	11			
Courses							47%	-1%	10			

Table 4-24, continued

School

Activity	1 Rate for 1987-88	1 Chg from 1986-87	1 N for Chg	2 Rate for 1987-88	2 Chg from 1986-87	2 N for Chg	3 Rate for 1987-88	3 Chg from 1986-87	3 N for Chg	4 Rate for 1987-88	4 Chg from 1986-87	4 N for Chg
Adult S Tutoring												
Attendance												
Courses												
Ongoing Individual Counseling												
Attendance				62%	-9%	126	68%	+3%	81	63%	-11%	113
Courses				31%	-12%	111	45%	-1%	69	51%	+10%	105
Ongoing Group Counseling												
Attendance				61%	-9%	132	68%	+2%	68	63%	-11%	113
Courses				31%	-12%	117	42%	-6%	59	51%	+10%	105

Table 4-24, continued

School

Activity	5 Rate for 1987-88	5 Chg from 1986-87	5 N for Chg	6 Rate for 1987-88	6 Chg from 1986-87	6 N for Chg	7 Rate for 1987-88	7 Chg from 1986-87	7 N for Chg	8 Rate for 1987-88	8 Chg from 1986-87	8 N for Chg
All Targeted Students												
Attendance	65%	-7%	139	67%	-9%	120	54%	-6%	122	69%	-7%	133
Courses	44%	-4%	113	52%	-3%	84	38%	-7%	108	51%	-7%	130
Case Management F												
Attendance							52%	-6%	100			
Courses							35%	-7%	87			
Student Leadership S												
Attendance												
Courses												
GED Program												
Attendance												
Courses												
Transitional Class												
Attendance				44%	-12%	28				33%	-5%	21
Courses				23%	-7%	11				11%	0%	20
Mini-School Program												
Attendance	51%	-5%	20	67%	-8%	25	53%	-2%	50			
Courses	21%	-4%	17	36%	-12%	25	40%	+3%	46			
Blocked Academic Program												
Attendance												
Courses												

Table 4-24, continued

School

Activity	5 Rate for 1987-88	5 Chg from 1986-87	5 N for Chg	6 Rate for 1987-88	6 Chg from 1986-87	6 N for Chg	7 Rate for 1987-88	7 Chg from 1986-87	7 N for Chg	8 Rate for 1987-88	8 Chg from 1986-87	8 N for Chg
Job Employment Program												
Attendance	73%	-4%	10				76%	+6%	15			
Courses							63%	+4%	15			
Career Education Job Training												
Attendance										60%	-9%	12
Courses										40%	-4%	12
On-Campus MS Enrichment												
Attendance							57%	+1%	35	74%	-6%	14
Courses							46%	+10%	33	43%	-10%	14
Health Program												
Attendance	67%	-4%	15				52%	-8%	100			
Courses	61%	+13%	11				35%	-9%	88			
DPP-Sponsored Class												
Attendance				81%	-3%	58						
Courses				69%	+1%	52						
Activity Club												
Attendance	70%	+1%	14				59%	-5%	87	82%	-3%	58
Courses	59%	+4%	12				42%	-6%	80	68%	-8%	59
Off-Campus MF Enrichment												
Attendance												
Courses												
Peer S Tutoring												
Attendance	68%	-7%	40							65%	-6%	31
Courses	42%	-9%	37							42%	-8%	30

Table 4-24, continued

School

Activity	5 Rate for 1987 -88	5 Chg from 1986 -87	5 N for Chg	6 Rate for 1987 -88	6 Chg from 1986 -87	6 N for Chg	7 Rate for 1987 -88	7 Chg from 1986 -87	7 N for Chg	8 Rate for 1987 -88	8 Chg from 1986 -87	8 N for Chg
Adult Tutoring S												
Attendance							72%	+6%	15			
Courses							59%	+9%	16			
Ongoing Individual Counseling												
Attendance	66%	-7%	56	69%	-6%	35	53%	-7%	111	54%	-6%	39
Courses	40%	-6%	48	43%	-14%	23	37%	-7%	98	31%	-5%	36
Ongoing Group Counseling												
Attendance	66%	-7%	57	79%	-2%	23	54%	-7%	108	65%	-6%	54
Courses	41%	-6%	49	46%	-13%	21	37%	-7%	94	42%	-5%	53

Table 4-24, continued

Activity	School 9 Rate for 1987-88	9 Chg from 1986-87	9 N for Chg	10 Rate for 1987-88	10 Chg from 1986-87	10 N for Chg	11 Rate for 1987-88	11 Chg from 1986-87	11 N for Chg	12 Rate for 1987-88	12 Chg from 1986-87	12 N for Chg
All Targeted Students												
Attendance	70%	-1%	133	51%	-8%	130	69%	-8%	135	59%	-3%	132
Courses	48%	0%	124	25%	-2%	106	45%	-10%	113	32%	+2%	109
Case Management	F											
Attendance				57%	-5%	26						
Courses				23%	-2%	22						
Student Leadership	S											
Attendance												
Courses												
GED Program												
Attendance							64%	-10%	13	59%	+2%	21
Courses							27%	-8%	12	27%	+7%	20
Transitional Class												
Attendance	63%	-3%	31							41%	-5%	58
Courses	51%	+15%	29							14%	+8%	40
Mini-School Program												
Attendance												
Courses												
Blocked Academic Program												
Attendance	71%	0%	82	45%	-9%	107						
Courses	50%	0%	75	17%	-2%	82						

Table 4-24, continued

School

Activity	9 Rate for 1987-88	9 Chg from 1986-87	9 N for Chg	10 Rate for 1987-88	10 Chg from 1986-87	10 N for Chg	11 Rate for 1987-88	11 Chg from 1986-87	11 N for Chg	12 Rate for 1987-88	12 Chg from 1986-87	12 N for Chg
Job Employment Program												
Attendance	72%	-1%	31	79%	+10%	25	83%	+1%	26			
Courses	46%	-7%	32	37%	-3%	25	64%	-2%	26			
Career Education Job Training												
Attendance	68%	+3%	19	57%	-1%	38				56%	-7%	17
Courses	56%	+34%	19	23%	-4%	37				43%	+12%	14
On-Campus MS Enrichment												
Attendance	77%	0%	12							84%	+5%	18
Courses	- 61%	-6%	12							56%	+2%	17
Health Program												
Attendance												
Courses												
DPP-Sponsored Class												
Attendance				48%	-5%	70						
Courses				19%	-4%	63						
Activity Club												
Attendance	81%	+2%	11				87%	+1%	33	54%	-7%	12
Courses							71%	-8%	33	30%	+9%	11
Off-Campus MF Enrichment												
Attendance	64%	-5%	28									
Courses	51%	+13%	26									
Peer S Tutoring												
Attendance	73%	+3%	13									
Courses	55%	+5%	14									

Table 4-24, continued

School

Activity	9 Rate for 1987-88	9 Chg from 1986-87	9 N for Chg	10 Rate for 1987-88	10 Chg from 1986-87	10 N for Chg	11 Rate for 1987-88	11 Chg from 1986-87	11 N for Chg	12 Rate for 1987-88	12 Chg from 1986-87	12 N for Chg
Adult Tutoring												
Attendance												
Courses												
Ongoing Individual Counseling												
Attendance	70%	-1%	131	60%	0%	40	69%	-7%	123	59%	-3%	126
Courses	48%	0%	123	24%	-3%	39	44%	-11%	105	32%	+1%	105
Ongoing Group Counseling												
Attendance	71%	0%	79	49%	-5%	71	73%	-6%	41	67%	-4%	50
Courses	51%	+1%	74	19%	-3%	64	49%	-10%	36	41%	+5%	44

Table 4-24, continued

School

13

Activity	Rate for 1987 -88	Chg from 1986 -87	N for Chg
All Targeted Students			
Attendance	64%	-11%	77
Courses	39%	-3%	69
Case Management F			
Attendance			
Courses			
Student Leadership S			
Attendance			
Courses			
GED Program			
Attendance	55%	-16%	21
Courses	41%	+11%	22
Transitional Class			
Attendance			
Courses			
Mini-School Program			
Attendance			
Courses	42%	+15%	11
Blocked Academic Program			
Attendance			
Courses			
Job Employment Program			
Attendance			
Courses			
Career Education Job Training			
Attendance			
Courses			
On-Campus MS Enrichment			
Attendance			
Courses			
Health Program			
Attendance			
Courses			
DPP-Sponsored Class			
Attendance	75%	-6%	38
Courses	42%	-9%	31
Activity Club			
Attendance			
Courses			
Off-Campus MF Enrichment			
Attendance			
Courses			
Peer Tutoring S			
Attendance			
Courses			
Adult Tutoring S			
Attendance			
Courses			
Ongoing Individual Counseling			
Attendance	66%	-10%	66
Courses	39%	-3%	61
Ongoing Group Counseling			
Attendance	69%	-6%	40
Courses	42%	+1%	35

TABLE 4-25

Attendance and Courses Passed Outcomes for Students Listed for Various Activities in DPI High Schools, 1987-88

Type of Service		Average 1986-87 Attend	Average 1987-88 Attend	Change	N	Average 1986-87 Course Pass	Average 1987-88 Course Pass	Change	N
Dropout Prevention Program									
Case Management	F								
No*		70%	65%	-6%	1118	45%	44%	-4%	951
Yes		58%	53%	-6%	126	37%	32%	-6%	109
Student Leadership	S								
No		69%	64%	-6%	1238	44%	43%	-5%	1055
Yes		81%	88%	(+7%)	6	65%	77%	(+8%)	5
GED Program									
No		69%	64%	-6%	1179	45%	43%	-5%	1004
Yes		67%	59%	-6%	65	30%	34%	+5%	56
Transitional Class									
No		71%	66%	-6%	1102	47%	45%	-6%	954
Yes		51%	45%	-6%	142	19%	24%	+6%	106

F=services recorded for Fall only; MF= services recorded mainly in Fall.
S=services recorded for Spring only; MS=services recorded mainly in Spring.

*This line of the table reads as follows: Students in the DPP (10 schools) who did not have case management attended an average of 70% of days in 1986-87 and 65% in 1987-88. Students for whom there was data in both years had an average attendance change of -6%; the data were available for 1118 such students. DPP students who did not have case management passed an average of 45% of courses in 1986-87 and 44% in 1987-88, for an average change of -4% in courses passed; there were 951 students in this category. Changes scores are given in parentheses () when the N for the score is less than ten.

Table 4-25, continued

Type of Service	Average 1986-87 Attend	Average 1987-88 Attend	Change	N	Average 1986-87 Course Pass	Average 1987-88 Course Pass	Change	N
Dropout Prevention Program								
Mini-school Program								
No	70%	65%	-6%	1140	45%	43%	-5%	961
Yes	61%	57%	-4%	104	36%	36%	-1%	99
Blocked Academic Program								
No	70%	66%	-5%	1132	47%	45%	-5%	973
Yes	55%	45%	-10%	112	17%	17%	-3%	87
Job Program								
No	68%	63%	-6%	1148	44%	42%	-5%	965
Yes	74%	77%	+3%	96	52%	53%	0%	95
Career Ed., Job Training								
No	69%	64%	-6%	1165	45%	43%	-5%	986
Yes	64%	58%	-5%	79	32%	34%	+4%	74
On-Campus MS Enrichment								
No	69%	63%	-7%	1096	44%	42%	-5%	914
Yes	70%	71%	+1%	148	51%	50%	-1%	146
Health Program								
No	70%	65%	-6%	1120	45%	43%	-4%	952
Yes	62%	55%	-7%	124	43%	39%	-5%	108
DPP-Sponsored Class								
No	68%	63%	-6%	1018	43%	41%	-5%	855
Yes	74%	69%	-6%	226	51%	50%	-3%	205
Activity Club								
No	68%	63%	-6%	1039	42%	40%	-4%	864
Yes	73%	70%	-3%	205	59%	54%	-6%	196

Table 4-25, continued

Type of Service	Average 1986-87 Attend	Average 1987-88 Attend	Change	N	Average 1986-87 Course Pass	Average 1987-88 Course Pass	Change	N
Dropout Prevention Program								
Peer Tutoring S								
No	68%	63%	-6%	1144	44%	42%	-4%	963
Yes	75%	70%	-5%	100	55%	48%	-7%	97
Adult Tutoring S								
No	69%	64%	-6%	1228	44%	43%	-5%	1043
Yes	67%	74%	+6%	16	50%	60%	+11%	17
Ongoing Individual Counseling								
No	71%	66%	-7%	564	47%	48%	-4%	473
Yes	67%	63%	-5%	680	42%	38%	-5%	587
Ongoing Group Counseling								
No	70%	65%	-6%	730	46%	46%	-4%	602
Yes	68%	63%	-5%	514	43%	39%	-5%	458

Table 4-25, continued

Type of Service	Average 1986-87 Attend	Average 1987-88 Attend	Change	N	Average 1986-87 Course Pass	Average 1987-88 Course Pass	Change	N
AIDP School-with-CBO Program								
Student S Leadership								
No	69%	64%	-7%	394	42%	43%	-1%	356
Yes	80%	82%	(+2%)	2	100%	77%	(-25%)	1
GED Program								
No	70%	64%	-7%	378	43%	42%	-3%	344
Yes	63%	64%	-6%	18	26%	62%	+45%	13
Transitional Class								
No	68%	63%	-7%	299	39%	40%	-2%	263
Yes	73%	67%	-8%	97	50%	50%	0%	94
Mini-school S Program								
No	70%	66%	-5%	322	44%	43%	-4%	289
Yes	69%	56%	-16%	74	31%	43%	+11%	68
Blocked Academic Program								
No	69%	64%	-8%	183	44%	40%	-8%	160
Yes	70%	64%	-7%	213	40%	45%	+4%	197
Job Program								
No	69%	63%	-8%	353	41%	41%	-2%	314
Yes	76%	74%	-2%	43	52%	54%	+2%	43
Career Ed., Job Training								
No	70%	63%	-8%	328	42%	40%	-5%	293
Yes	69%	68%	-1%	68	39%	56%	+17%	64
On-Campus MS Enrichment								
No	69%	64%	-7%	384	41%	42%	-1%	345
Yes	78%	77%	-1%	12	67%	61%	-6%	12
Activity Club								
No	69%	64%	-7%	385	42%	42%	-1%	349
Yes	79%	81%	(+2%)	11	53%	62%	(+2%)	8

Table 4-25, continued

Type of Service	Average 1986-87 Attend	Average 1987-88 Attend	Change	N	Average 1986-87 Course Pass	Average 1987-88 Course Pass	Change	N
AIDP School-with-CBO Program								
Off-Campus Enrichment MF								
No	70%	66%	-6%	320	42%	43%	-2%	284
Yes	68%	55%	-13%	76	40%	41%	+1%	73
Peer Tutoring MF								
No	69%	64%	-7%	383	41%	42%	-2%	343
Yes	71%	73%	+3%	13	50%	55%	+5%	14
Adult Tutoring								
No	70%	64%	-7%	395	42%	43%	-1%	356
Yes	41%	48%	(+7%)	1	17%	00%	(-17%)	1
Ongoing Individual Counseling								
No	58%	51%	-8%	26	40%	35%	-13%	18
Yes	70%	65%	-7%	370	42%	43%	-1%	339
Ongoing Group Counseling								
No	64%	62%	-4%	72	38%	42%	-2%	61
Yes	71%	65%	-8%	324	43%	43%	-1%	296

TABLE 4-26

Credits Earned in 1987-88 by Targeted Students Listed for Different Activities in DPI High Schools, 1987-88

Type of Activity	Credits Earned in 1987-88	N	Total Credits Accumulated	N
		Dropout Prevention Program		
Case Management F				
No$	4.9	943	11.2	1131
Yes	3.3	112	8.9	135
Student Leadership S				
No	4.7	1050	10.9	1261
Yes	(8.7)	5	(26.8)	5
GED Program				
No	4.9	990	11.3	1186
Yes	2.2	65	6.3	80
Transitional Class				
No	5.1	931	11.8	1122
Yes	1.6	124	4.5	144

F=Services recorded for Fall only.
S=Services recorded for Spring only.
MF=Services recorded mainly in Fall.
MS=Services recorded mainly in Spring.

Table 4-26, continued

Type of Activity	Credits Earned in 1987-88	N	Total Credits Accumulated	N
		Dropout Prevention Program		
Mini-school Program				
No	4.8	966	11.2	1163
Yes	3.8	89	8.2	103
Blocked Academic Program				
No	5.0	965	11.6	1148
Yes	1.7	90	5.4	118
Job-Employment Program				
No	4.6	960	10.8	1165
Yes	5.9	95	13.2	101
Career Ed., Job Training				
No	4.8	977	11.1	1187
Yes	3.3	78	9.7	79
On-Campus MS Enrichment				
No	4.5	902	10.8	1107
Yes	6.0	153	12.1	159
Health Program				
No	4.8	957	11.0	1151
Yes	3.8	98	10.6	115
DPP-Sponsored Class				
No	4.3	819	10.7	1014
Yes	5.9	236	12.2	252
Activity Club				
No	4.3	866	10.0	1062
Yes	6.4	189	16.2	204

Table 4-26, continued

Type of Activity	Credits Earned in 1987-88	N	Total Credits Accumulated	N
	Dropout Prevention Program			
Peer Tutoring S				
No	4.6	987	10.7	1183
Yes	5.7	68	15.5	83
Adult Tutoring S				
No	4.7	1038	10.9	1248
Yes	6.3	17	15.8	18
Ongoing Individual Counseling				
No	5.6	463	12.5	590
Yes	4.0	592	9.7	676
Ongoing Group Counseling				
No	5.1	611	11.4	756
Yes	4.1	444	10.3	510

Table 4-26, continued

Type of Activity	Credits Earned in 1987-88	N	Total Credits Accumulated	N
	AIDP School with CBO Model			
Student S Leadership				
No	4.6	374	13.1	432
Yes	(9.5)	2	(9.5)	2
GED Program				
No	4.6	363	13.3	403
Yes	5.0	13	9.9	31
Transitional Class				
No	4.3	282	12.0	324
Yes	5.4	94	16.1	110
Mini-school S Program				
No	4.7	306	13.8	360
Yes	4.0	70	9.9	84
Blocked Academic Program				
No	4.7	172	14.8	204
Yes	4.5	204	11.7	230
Job Program				
No	4.4	333	12.6	390
Yes	6.0	43	17.5	44
Career Ed Job Training				
No	4.3	309	13.0	364
Yes	5.8	67	13.3	70
On-Campus MS Enrichment				
No	4.5	364	13.1	422
Yes	6.9	12	10.1	12
Activity Club				
No	4.5	365	13.0	423
Yes	6.8	11	14.9	11

Table 4-26, continued

Type of Activity	Credits Earned in 1987-88	N	Total Credits Accumulated	N
	AIDP School with CBO Model			
Student S Leadership				
No	4.6	374	13.1	432
Yes	(9.5)	2	(9.5)	2
GED Program				
No	4.6	363	13.3	403
Yes	5.0	13	9.9	31
Transitional Class				
No	4.3	282	12.0	324
Yes	5.4	94	16.1	110
Mini-school S Program				
No	4.7	306	13.8	350
Yes	4.0	70	9.9	84
Blocked Academic Program				
No	4.7	172	14.6	204
Yes	4.5	204	11.7	230
Job Program				
No	4.4	333	12.6	390
Yes	6.0	43	17.5	44
Career Ed Job Training				
No	4.3	309	13.0	364
Yes	5.8	67	13.3	70
On-Campus MS Enrichment				
No	4.5	364	13.1	422
Yes	6.9	12	10.1	12
Activity Club				
No	4.5	365	13.0	423
Yes	6.8	11	14.9	11

Table 4-26, continued

Type of Activity		Credits Earned in 1987-88	N	Total Credits Accumulated	N
AIDP School with CBO Model					
Off-Campus Enrichment	MF				
No		4.7	302	13.3	354
Yes		4.3	74	12.1	80
Peer Tutoring	MF				
No		4.6	362	13.0	420
Yes		5.8	14	14.7	14
Adult Tutoring					
No		4.6	375	13.1	433
Yes		(.0)	1	(2.0)	1
Ongoing Individual Counseling					
No		3.9	19	10.5	30
Yes		4.6	357	13.3	404
Ongoing Group Counseling					
No		4.7	62	12.2	84
Yes		4.6	314	13.3	350

TABLE 4-27

Attendance Change for Students by Major Types of Activities Checked on Dropout Prevention Initiative Rosters DPI High Schools, 1987-88

Major Type of Activity	Average 1986-87 Attend	Average 1987-88 Attend	Change	N
Evaluation Sample				
Dropout Prevention Initiative/Overall				
Special Academic Prog.				
No	73%	69%	-6%	1004
Yes	62%	56%	-6%	636
Instructional Enrichment				
No	68%	62%	-7%	1102
Yes	71%	67%	-5%	538
Student Affiliation				
No	68%	63%	-7%	1286
Yes	72%	69%	-4%	354
Ongoing Individual Counseling				
No	70%	65%	-7%	590
Yes	68%	63%	-6%	1050
Ongoing Group Counseling				
No	69%	65%	-6%	783
Yes	69%	63%	-6%	857
Job Employment Program				
No	68%	63%	-7%	1501
Yes	75%	76%	+2%	139

Table 4-27, continued

Major Type of Activity	Average 1986-87 Attend	Average 1987-88 Attend	Change	N
Dropout Prevention Program				
Special Academic Prog.				
No	75%	70%	-5%	837
Yes	57%	51%	-6%	407
Instructional Enrichment				
No	68%	62%	-7%	830
Yes	71%	68%	-4%	414
Student Affiliation				
No	68%	62%	-6%	913
Yes	72%	68%	-4%	313
Ongoing Individual Counseling				
No	71%	66%	-7%	564
Yes	67%	63%	-5%	680
Ongoing Group Counseling				
No	70%	65%	-6%	711
Yes	67%	63%	-5%	533
Job Employment Program				
No	68%	63%	-6%	1148
Yes	75%	77%	+3%	96

Table 4-27, continued

Major Type of Activity	Average 1986-87 Attend	Average 1987-88 Attend	Change	N
AIDP School-with-CBO Model				
Special Academic Prog.				
No	68%	62%	-8%	167
Yes	70%	65%	-6%	229
Instructional Enrichment				
No	69%	64%	-7%	272
Yes	70%	63%	-7%	124
Student Affiliation				
No	69%	63%	-8%	373
Yes	75%	76%	+2%	23
Ongoing Individual Counseling				
No	58%	51%	-8%	26
Yes	70%	65%	-7%	370
Ongoing Group Counseling				
No	64%	62%	-4%	72
Yes	71%	65%	-8%	324
Job Employment Program				
No	69%	63%	-8%	353
Yes	76%	74%	-2%	43

TABLE 4-28

Courses Passed and Credits by Major Types of Activities Checked on Dropout Prevention Initiative Rosters DPI High Schools, 1987-88

Major Type of Activity	Average 1986-87 Course Pass	Average 1987-88 Course Pass	Change	N	Credits Earned 1987-88	N
		Evaluation Sample				
		Dropout Prevention Initiative/Overall				
Special Academic Prog.						
No	51%	48%	-7%	874	5.6	865
Yes	31%	34%	+1%	543	3.2	567
Instructional Enrichment						
No	42%	40%	-6%	914	4.2	886
Yes	48%	48%	0%	503	5.4	546
Student Affiliation						
No	41%	40%	-3%	1085	4.3	1132
Yes	55%	51%	-5%	332	5.9	300
Ongoing Individual Counseling						
No	47%	48%	-4%	491	5.1	656
Yes	42%	40%	-3%	926	4.3	776
Ongoing Group Counseling						
No	45%	46%	-4%	647	5.5	483
Yes	43%	40%	-3%	770	4.2	949
Job Employment Program						
No	43%	42%	-4%	1279	4.5	1294
Yes	52%	53%	0%	138	5.9	138

Table 4-28, continued

Major Type of Activity	Average 1986-87 Course Pass	Average 1987-88 Course Pass	Change	N	Credits Earned 1987-88	N
		Dropout Prevention Program				
Special Academic Prog.						
No	53%	51%	-6%	730	5.9	708
Yes	25%	26%	0%	330	2.2	347
Instructional Enrichment						
No	42%	39%	-6%	675	4.1	630
Yes	49%	49%	0%	385	5.6	425
Student Affiliation						
No	41%	40%	-4%	749	4.3	779
Yes	55%	51%	-5%	311	5.9	276
Ongoing Individual Counseling						
No	47%	48%	-4%	473	5.6	463
Yes	42%	38%	-5%	587	4.0	592
Ongoing Group Counseling						
No	46%	46%	-4%	586	5.2	593
Yes	42%	38%	-5%	474	4.1	462
Job Employment Program						
No	44%	42%	-5%	965	4.6	960
Yes	52%	53%	0%	95	5.9	95

Table 4-28, continued

Major Type of Activity	Average 1986-87 Course Pass	Average 1987-88 Course Pass	Change	N	Credits Earned 1987-88	N
		AIDP School-with-CBO Model				
Special Academic Prog.						
No	41%	37%	-8%	144	4.3	156
Yes	42%	47%	+3%	213	4.8	220
Instructional Enrichment						
No	41%	41%	-3%	239	4.4	255
Yes	44%	47%	+3%	118	5.0	121
Student Affiliation						
No	41%	42%	-1%	336	4.5	352
Yes	53%	57%	0%	21	6.1	24
Ongoing Individual Counseling						
No	40%	35%	-13%	18	3.9	19
Yes	42%	43%	-1%	339	4.6	357
Ongoing Group Counseling						
No	38%	42%	-2%	61	4.7	62
Yes	43%	43%	-1%	296	4.6	314
Job Employment Program						
No	41%	41%	-2%	314	4.4	333
Yes	52%	54%	+2%	43	6.0	43

TABLE 4-29

Attendance and Courses Passed Outcomes for Students by Combined Total Number of Activities Checked on DPI Rosters DPI High Schools, 1987-88

Number of Activities	Average 1986-87 Attend	Average 1987-88 Attend	Change	N	Average 1986-87 Course Pass	Average 1987-88 Course Pass	Change	N
Evaluation Sample								
Dropout Prevention Initiative/Overall								
0	68%	64%	-5%	195	41%	43%	-5%	147
1	72%	66%	-8%	408	50%	49%	-6%	345
2	68%	61%	-8%	335	41%	37%	-5%	280
3	69%	64%	-6%	391	42%	39%	-5%	351
4	68%	64%	-4%	239	44%	46%	+2%	223
5	63%	62%	-1%	65	38%	43%	+6%	64
6	59%	67%	+9%	7	32%	43%	+12%	7
Dropout Prevention Program								
0	69%	66%	-5%	176	41%	44%	-5%	136
1	73%	66%	-8%	371	52%	50%	-7%	311
2	66%	60%	-7%	234	40%	37%	-2%	191
3	69%	64%	-5%	286	43%	39%	-7%	254
4	66%	64%	-2%	125	43%	41%	-1%	117
5	57%	58%	0%	48	34%	39%	+8%	47
6	50%	60%	+11%	4	25%	38%	+13%	4
AIDP School with CBO Model								
0	56%	48%	-8%	19	35%	34%	-10%	11
1	63%	65%	-2%	37	34%	40%	+1%	34
2	72%	64%	-10%	101	45%	37%	-11%	89
3	70%	65%	-8%	105	38%	39%	0%	97
4	70%	65%	-6%	114	46%	52%	+5%	106
5	78%	74%	-4%	17	50%	52%	+2%	17
6	70%	76%	(+6%)*	3	41%	50%	(+9%)	3

* Change percent is shown in parentheses () when N for change is less than 10.

Table 4-29, continued

Number of Activities	Average 1986-87 Attend	Average 1987-88 Attend	Change	N	Average 1986-87 Course Pass	Average 1987-88 Course Pass	Change	N
			Modified Systemic Model					
0	71%	64%	-7%	127	44%	44%	-3%	112
1	73%	67%	-7%	258	53%	54%	-3%	213
2	71%	62%	-12%	102	48%	44%	-6%	82
3	65%	58%	-7%	166	42%	35%	-9%	150
4	62%	60%	-2%	77	38%	34%	-4%	74
5	56%	57%	0%	41	32%	38%	+5%	39
6	37%	61%	(+24%)	3	23%	49%	+25%	3
			Modified CBO Model					
0	66%	71%	+1%	49	35%	44%	-13%	24
1	73%	64%	-10%	113	49%	39%	-14%	98
2	61%	58%	-4%	132	33%	33%	0%	109
3	74%	73%	-1%	120	45%	44%	-3%	104
4	72%	69%	-2%	48	51%	51%	+2%	43
5	66%	62%	(+2%)	7	41%	47%	(+19%)	8
6	88%	58%	(-30%)	1	29%	07%	(-23%)	1

TABLE 4-30

Attendance and Courses Passed Outcomes for Students with Various Background Characteristics
DPI High Schools, 1987-88

Characteristic	Average 1986-87 Attend	Average 1987-88 Attend	Change	N	Average 1986-87 Course Pass	Average 1987-88 Course Pass	Change	N
Sex								
Males	70%	64%	-7%	836	40%	40%	-3%	712
Females	68%	64%	-5%	804	47%	46%	-5%	703
Years Overage								
0	80%	76%	-4%	231	68%	59%	-13%	200
1	72%	67%	-5%	443	49%	47%	-1%	392
2	65%	59%	-7%	510	38%	37%	-2%	442
3	64%	58%	-8%	272	30%	31%	-2%	217
4	67%	59%	-9%	80	36%	31%	-11%	68
Grade								
9	63%	58%	-7%	749	31%	32%	-2%	600
10	70%	66%	-6%	505	49%	45%	-6%	460
11	81%	74%	-7%	211	61%	60%	-4%	199
12	85%	85%	-1%	69	76%	77%	-3%	59
Sp. Educ.	69%	68%	-2%	103	48%	50%	0%	97
Prior High Schooling								
Returning to H.S.	69%	64%	-6%	1360	41%	42%	-2%	1205
New in H.S.	69%	65%	-5%	269	61%	42%	-17%	189
Promoted from Previous Grade								
No	64%	58%	-7%	840	31%	35%	0%	719
Yes	77%	73%	-5%	548	64%	52%	-11%	472
English Proficiency[$]								
Limited	82%	76%	-6%	175	60%	56%	-5%	159
Marginal	72%	63%	-8%	82	46%	39%	-8%	71
Proficient	67%	63%	-6%	1383	42%	41%	-3%	1187

"Limited English Proficiency" is officially defined as having a LAB test score less than or equal to 20 in 1986-87 or 1987-88. "Marginal English Proficiency" is defined for this evaluation as having a LAB test score greater than 20 but less than 40, or as having been given a standardized test in a language other than English. "Proficient" means any student not meeting one of the earlier criteria. The terms 'marginal' and 'proficient' may both overestimate a student's English capacity, but they point to possible differences in students' school experience.

TABLE 4-31

Credits Earned in 1987-88, Total Credits Accumulated, and Percent Discharged as Dropout for Targeted Students with Different Characteristics, 1987-88

Characteristic	Credits Earned in 1987-88	N	Credits Accumulated 1987-88	N	Percent Discharged Dropout	N
Sex						
Males	4.2	726	10.9	678	18.6%	936
Females	5.1	703	12.2	820	16.0%	888
Years Overage						
0	7.2	210	15.7	237	8.2%	257
1	5.1	408	11.2	442	5.2%	463
2	4.0	441	10.4	517	17.0%	569
3	3.0	214	9.9	298	34.4%	331
4	3.3	65	10.7	92	39.6%	96
Grade						
9	3.5	666	5.9	792	20.0%	842
10	5.1	426	12.2	511	14.9%	556
11	6.8	192	23.0	216	12.4%	233
12	7.8	53	33.1	65	1.9%	78
Sp. Educ.	5.1	93	13.5	112	22.2%	108
Prior High Schooling						
Returning to H.S.	4.6	1142	12.8	1407	19.0%	1510
New in H.S.	4.9	252	5.0	255	8.6%	279
Promoted from Previous Grade						
No	3.6	703	9.6	888	22.8%	955
Yes	6.1	480	14.4	523	7.0%	575
English Proficiency						
Limited	6.6	165	13.6	184	14.3%	196
Marginal	4.4	78	10.6	85	10.8%	93
Proficient	4.4	1189	11.3	1432	18.2%	1538

TABLE 4-32

Modal and Highest Rate Characteristics
of Students Discharged as Dropouts
by High School, 1987-88

Evaluation Sample

School	Modal Sex	Highest Rate Sex	Modal Years Overage	Highest Rate Years Overage	Modal Grade	Highest Rate Grade
DPI Overall	M	M	3	4	9	SE
#1	M	M	2	2	9	9
#2	M	F	3	3	9,10	9
#3	M	M	3	3	9	10
#4	M	F	2	3	9	10
#5	F	F	2	3	10	9
#6	M	M	3	3	9	9
#7	F	M	2	3	10	SE
#8	M	M	2	3	9	9
#9	F	F	2	2	10	9
#10	F	F	3	3	9	9
#11	M	M	2	3	10	SE
#12	M	M,F	3	3	9	9
#13	M	M	1,3	3	11	11

* For each student chacteristics variable, "modal" refers to the value that accounted for the greatest frequency of dropouts in the sample, and "highest rate" refers to the value for which there was the highest percentage of students dropping out. For example, for School 2, the largest number of dropouts were male, but a greater percentage of females than of males dropped out (females were a smaller fraction of the total sample of targeted students). In School 2, approximately equal numbers of 9th and 10th grade students dropped out, and this was more than the number of students in any other grade in School 2; but 9th graders dropped out at the highest rate of all grades, including 10th. The rate of a value was not considered if the N for that value was less than 10. For example, if there were fewer than 10 12th grade students in the sample for a given school, the rate for 12th graders was not considered in determining the grade level which had the highest rate of discharges as dropouts.

TABLE 4-33

Attendance and Courses Passed Outcomes for Students at Different Levels of Prior and Present Year Absences and Courses Failed
DPI High Schools, 1987-88

Performance Characteristic	Average 1986-87 Attend	Average 1987-88 Attend	Change	N	Average 1986-87 Course Pass	Average 1987-88 Course Pass	Change	N
1986-87 Absences								
0-19 days absent								
DPP	93%	88%	-6%	282	76%	72%	-5%	256
AIDP	94%	83%	-11%	85	67%	58%	-9%	73
20-40								
DPP	80%	68%	-12%	289	53%	44%	-10%	241
AIDP	82%	70%	-11%	110	55%	48%	-8%	104
41-74								
DPP	65%	58%	-6%	330	36%	31%	-6%	285
AIDP	66%	59%	-8%	111	31%	40%	+9%	104
75-180								
DPP	37%	41%	+4%	254	13%	19%	+6%	185
AIDP	38%	42%	+4%	75	16%	21%	+4%	60
1987-88 Absences								
0-19 days absent								
DPP	89%	94%	+6%	282	73%	78%	+4%	234
AIDP	85%	93%	+8%	85	63%	76%	+14%	76
20-40								
DPP	77%	82%	+5%	216	58%	57%	-1%	206
AIDP	79%	81%	+2%	83	51%	56%	+4%	80
41-74								
DPP	67%	63%	-4%	242	43%	34%	-8%	220
AIDP	69%	66%	-3%	73	41%	40%	0%	168
75-180								
DPP	55%	33%	-26%	252	26%	16%	-10%	195
AIDP	58%	33%	-22%	93	24%	15%	-9%	84

Table 4-33, continued

Performance Characteristic	Average 1986-87 Attend	Average 1987-88 Attend	Change	N	Average 1986-87 Course Pass	Average 1987-88 Course Pass	Change	N
1986-87								
Failures								
0% courses failed								
DPP	84%	86%	-2%	125	100%	81%	-19%	123
AIDP	88%	77%	-8%	36	100%	60%	-40%	38
1-39%								
DPP	83%	77%	-6%	289	78%	60%	-18%	282
AIDP	83%	78%	-6%	76	78%	62%	-16%	75
40-59%								
DPP	75%	68%	-7%	201	51%	43%	-8%	185
AIDP	75%	70%	-6%	81	50%	46%	-4%	76
60-79%								
DPP	69%	62%	-7%	194	30%	34%	+3%	177
AIDP	73%	67%	-7%	61	30%	38%	+7%	57
80-100%								
DPP	50%	45%	-5%	355	06%	18%	+12%	293
AIDP	53%	47%	-8%	121	05%	25%	+19%	111
1987-88								
Failures								
0% courses failed								
DPP	85%	87%	+1%	113	79%	100%	+21%	113
AIDP	80%	90%	+10%	27	67%	100%	+33%	28
1-39%								
DPP	83%	85%	+4%	263	68%	78%	+11%	264
AIDP	79%	82%	+2%	100	59%	79%	+21%	94
40-59%								
DPP	74%	75%	-4%	164	52%	51%	-1%	164
AIDP	79%	75%	+1%	60	51%	51%	0%	58
60-79%								
DPP	70%	65%	-5%	135	43%	31%	-12%	132
AIDP	73%	66%	-7%	48	40%	33%	-6%	48
80-100%								
DPP	58%	46%	-12%	409	25%	04%	-21%	387
AIDP	63%	44%	-18%	137	28%	04%	-24%	129

TABLE 4-34

Outcomes for Students Meeting Various Selection Criteria DPP (not AIDP) High Schools, 1987-88

Selection Criterion	Average 1986-87 Attend	Average 1987-88 Attend	Change	N	Average 1986-87 Course Pass	Average 1987-88 Course Pass	Change	N
40+ Absences in 1986-87								
Yes	86%	81%	-5%	529	27%	26%	-2%	436
No	84%	78%	-7%	407	53%	57%	-8%	369
Missing[a]	74%	68%	-7%	308	50%	49%	-4%	255
LTA 1986-87 and 10+ Days Attend 1987-88								
Yes	80%	46%	-5%	81	23%	27%	+6%	58
No	73%	68%	-6%	607	50%	48%	-5%	533
Missing	67%	62%	-6%	556	41%	39%	-5%	469
Eligible in 1986-87 but Not in 1987-88								
Yes	76%	71%	-5%	217	57%	52%	-6%	200
No	63%	59%	-5%	601	37%	37%	-4%	480
Missing	74%	68%	-7%	426	48%	45%	-5%	380
At-Risk Referral								
Yes	78%	77%	-1%	48	53%	53%	+2%	43
No	67%	62%	-6%	852	42%	41%	-4%	711
Missing	72%	68%	-6%	344	49%	46%	-6%	306
Cutting Failure								
Yes	63%	56%	-7%	493	28%	30%	0%	400
No	76%	72%	-5%	345	62%	57%	-9%	316
Missing	71%	66%	-5%	406	49%	44%	-5%	344
Meets No Criteria								
Yes	88%	85%	-3%	79	77%	74%	-5%	77
No	66%	60%	-6%	818	39%	38%	-3%	674
Missing	73%	68%	-6%	347	50%	45%	-6%	309

---

a "Missing" means that neither 'Yes' nor 'No' was checked on the program roster.

TABLE 4-35

Variance Explained and Standardized Regression Coefficients for Variables Affecting Student Attendance DPI High Schools, 1987-88

Dependent Variable: 1987-88 Attendance

Independent Variable	Variance Explained	Significance	Standardized Coefficient	Significance
1986-87 Attendance	37.2%	.000	.537435	.0000
Student Characteristics	1.7%	.000		
Sex of student			-.001503	.9426
New to high school			-.044419	.0662
Marginally LEP			-.029845	.2284
Overage			-.064176	.0084
LEP			.084466	.0009
Promoted last year			.083147	.0025
Program Activities	1.7%	.000		
Instruct'l enrich			.072501	.0025
Job employment			.104383	.0000
Individual counseling			-.012712	.6870
Affiliation			.087997	.0014
Academic program			-.020940	.4361
Group counseling			.006143	.8385
Schools	2.6%	.000		
School 3			.110702	.0002
School 13			-.021228	.4268
School 9			.020228	.4941
School 5			-.025093	.4162
School 6			-.041738	.1862
School 12			.023490	.4399
School 8			-.037024	.2572
School 10			-.045608	.1527
School 11			-.006222	.8420
School 4			-.038786	.2048
School 7			-.101347	.0014
School 1			1.768E-04	.9959

TABLE 4-36

Variance Explained and
Standardized Regression Coefficients for Variables
Affecting Proportion of Courses Passed
DPI High Schools, 1987-88

Dependent Variable: 1987-88 Proportion of Courses Passed

Independent Variable	Variance Explained	Signi-ficance	Standardized Coefficient	Signi-ficance
1986-87 Courses Passed	30.0%	.000	.466352	.0000
Student Characteristics	2.2%	.000		
Marginally LEP			-.023595	.4110
Sex of student			-.001650	.9453
New to high school			-.117699	.0000
Overage			-.103326	.0002
LEP			.051556	.0836
Promoted last year			.048894	.1246
Program Activities	1.7%	.000		
Instruct'l enrich			.096365	.0005
Job employment			.078143	.0018
Individual counseling			-.046027	.2177
Affiliation			.101284	.0015
Academic program			-.039243	.2040
Group counseling			-.009936	.7718
Schools	2.4%	.000		
School 13			-.001931	.9477
School 3			.049868	.1303
School 5			.021231	.5444
School 9			.082044	.0173
School 6			.052267	.1287
School 12			.077670	.0238
School 10			-.018901	.6016
School 8			.005905	.8801
School 11			.043052	.2287
School 4			.153573	.0000
School 7			-.032857	.3635
School 1			.042854	.2965

TABLE 4-37

School-Level Attendance Outcomes
DPI High Schools, 1987-88

School	Oct. 31 Register	Total DPI	% in DPI	1986-87 Attendance with LTAs	1987-88 Attendance with LTAs	Change over 1986-87	1986-87 Attendance w/out LTAs	1987-88 Attendance w/out LTAs	Change over 1986-87
Modified Systemic Model									
1	2698	321	11.9%	70.2%	69.6%	-0.6%	77.3%	77.7%	+0.4%
5	2553	465	18.2%	78.3%	79.9%	1.5%	83.0%	84.7%	+1.7%
6	3420	568	16.6%	75.8%	72.3%	-3.5%	83.0%	83.4%	+0.4%
7	3340	224	6.7%	73.0%	72.3%	-0.7%	78.7%	77.8%	-0.9%
8	3465	445	12.8%	71.8%	70.0%	-1.8%	78.9%	77.9%	-1.0%
10	2458	334	13.6%	74.1%	73.1%	-1.0%	79.1%	78.5%	-0.6%
Modified CBO Model									
3	2226	317	14.2%	75.1%	77.9%	2.8%	80.0%	82.8%	+2.8%
11	1859	351	18.9%	68.3%	67.6%	-0.7%	75.3%	75.8%	+0.5%
12	2919	273	9.4%	68.2%	72.0%	3.8%	77.6%	79.3%	+1.5%
13	1020	165	16.2%	71.9%	70.9%	-1.0%	77.8%	79.5%	+1.7%
AIDP School with CBO Model									
2	4273	429	10.0%	70.0%	71.7%	1.6%	76.6%	77.9%	+1.3%
4	3177	517	16.3%	80.4%	75.0%	-5.4%	84.2%	82.1%	-2.1%
9	3116	372	11.9%	75.9%	75.5%	-0.4%	81.4%	80.3%	-1.1%

Note: The citywide average high school attendance rate (including LTAs) was 80.3% in 1986-87 and 80.2% in 1987-88.

TABLE 4-38

School-Level Changes in Dropout Rate
DPI High Schools, 1987-88

School	Percent LTAs in 1986-87	Percent LTAs in 1987-88	Change	Percent Dropouts 1986-87	Percent Dropouts 1987-88	Change
Modified Systemic Model						
1	9.7%	11.0%	+1.3%	16.8%	8.2%	-8.6%
5	5.8%	5.7%	-0.1%	10.1%	10.3%	0.2%
6	8.9%	13.2%	+4.3%	11.8%	12.8%	1.0%
7	7.3%	6.9%	-0.4%	9.4%	2.4%	-7.0%
8	9.2%	10.1%	+0.9%	10.7%	12.4%	1.7%
10	6.6%	7.2%	+0.6%	7.8%	6.8%	-1.0%
Modified CBO Model						
3	8.2%	6.0%	-0.2%	7.2%	9.9%	2.7%
11	9.8%	11.4%	+1.6%	11.6%	11.8%	0.2%
12	12.2%	9.1%	-3.1%	8.1%	12.5%	4.4%
13	7.6%	10.9%	+3.3%	16.2%	8.3%	-7.9%
AIDP School-with-CBO						
2	8.9%	8.1%	-0.8%	13.9%	6.3%	-7.6%
4	4.6%	8.8%	+4.2%	6.6%	5.1%	-1.5%
9	6.9%	6.2%	-0.7%	8.4%	11.1%	2.7%

Note: The citywide annual dropout rate was 8.27% in 1986-87 and 8.44% in 1987-88.

TABLE 4-39

School-wide Rates of Suspensions
DPP High Schools, 1984-85 to 1987-88

School Code	Suspensions for Aggression Against Other Students 1984-85	1985-86	1986-87	1987-88	Total Principal's Suspensions 1984-85	1985-86	1986-87	1987-88
1*	118	82	78	86	240	163	150	127
3*	138	77	21	38	207	105	40	57
5*	113	104	103	47	167	160	178	118
6	78	71	16	12	208	126	29	29
7	1	78	65	49	171	142	285	210
8*	104	31	35	22	232	95	95	76
10	145	112	124	114	231	186	187	211
11	22	31	24	48	51	74	53	108
12*	156	27	17	18	115	58	38	65
13	61	54	47	46	138	133	95	37

---

* These schools had the conflict mediation program called Project SMART (implemented in Schools 1, 8, and 12 in Fall, 1985; in School 3 in Spring, 1987; and in School 5 in Fall, 1988).

TABLE 6-1

Community-Based Organization Budgets
DPI High Schools, 1987-88

Community-Based Organization	School	Contract N*	Year 3 Budget	Year 2 Budget	% Change in Budget
Aspira	8	120	$108,675	$103,500	5.0%
FEGS -- Operation Success Total^		2446	2,658,190	2,531,611	5.0%
Op. Success	2	495	537,941	510,330	5.4%
"	3	206	223,870	213,210	5.0%
"	4	449	487,951	462,922	5.4%
"	9	334	362,974	349,479	3.9%
"	11	447	485,777	462,645	5.0%
"	12	338	367,321	349,830	5.0%
"	13	177	192,355	183,195	5.0%
FEGS -- Operation Futures	8	280	218,820	208,400	5.0%
Good Shep. Svcs	7	100	70,123	32,824	113.6%
Grand St.	10	150	241,395	229,900	5.0%
Manh. Valley	5	100	97,808	93,150	5.0%
NW Bronx Coal.	1	175	154,472	147,116	5.0%
Pius XII	6	125	106,866	101,777	5.0%
Urban Adventures	8	75	79,876	65,177	22.6%
Victim Services -- Project SMART Total^		175	202,166	137,034	47.5%#
Project SMART	1	35	40,433	36,678	10.2%
"	3	35	40,433	27,000	49.8%
"	5	35	40,433	0	--
"	8	35	40,433	36,678	10.2%
"	12	35	40,433	36,678	10.2%
TOTAL			$3,938,390	$3,650,489	7.9%

---

* Contract N is the number of students each CBO was expected to serve, as stipulated in contractual agreements with the Board of Education

^ The Operation Success and Project SMART contracts were multiple-school contracts. Their budgets were allocated to the schools proportionately according to the number of students to be served in each school.

The increase for Project SMART is high because a fifth school was added in Year Three.

TABLE 6-2

Program Expenditures, by Cost Category
DPI High Schools, 1987-88

School	Total Personnel	CBO Contracts	OTPS#	Summer Inst.^	Automated Attend. System^	TOTAL EXPEND.	% of Total for CBOs
Modified Systemic Model							
1	$279,783	$184,395	$52,648	$22,211	$10,000	$549,037	33.6%
5	560,220	132,354	96,865	21,544	2,800	813,783	16.3%
6	377,104	103,251	78,427	25,974	10,000	594,756	17.4%
7	426,231	70,123	145,920	20,114	10,000	672,388	10.4%
8	362,275	397,890	44,474	20,079	10,000	834,718	47.7%
10	255,606	238,474	9,938	23,457	10,000	537,475	44.4%
Modified CBO Model							
3	152,930	255,887	3,053	20,079	10,000	441,949	57.9%
11	113,927	469,620	9,720	19,756	10,000	623,023	75.4%
12	103,548	394,567	10,416	18,405	10,000	536,936	73.5%
13	198,718	185,957	9,523	20,079	10,000	424,277	43.8%
AIDP School-with-CBO Model$							
2	46,872	520,050	10,000	0	0	576,922	90.1%
4	46,872	471,722	10,000	0	0	528,594	89.2%
9	46,872	350,902	10,000	0	0	407,774	86.1%
TOTAL	$2,970,958	$3,775,192	$490,984	$211,698	$92,800	$7,541,632	50.1%

OTPS are Other-Than-Personnel-Costs (supplies, travel, etc.).
^ Expenditures for the Summer Institute and Automated Attendance Systems are estimates.
$Personnel and OTPS costs for the AIDP schools are estimates.

TABLE 6-3

School Personnel Expenditures
DPI High Schools, 1987-88

School	Teacher Salaries	Guidance Couns. Salaries	Student Stipends	Other Pers'l Costs*	Total Personnel Costs
Modified Systemic Model					
1	$ 88,246	$ 39,075	$	$152,462	$279,783
5	357,271	118,734	12,866	71,349	560,220
6	37,905	205,272	16,803	117,124	377,104
7	162,482	89,214	18,296	156,239	426,231
8	119,520	130,672	3,379	108,704	362,275
10	118,685		48,399	88,522	255,606
Modified CBO Model					
3	91,171	43,857		17,902	152,930
11	64,868	22,975	927	25,157	113,927
12	31,229	61,293	2,293	8,733	103,548
13	149,022	28,107		21,589	198,718
*AIDP School-with-CBO Model***					
2	34,720			12,152	46,872
4	34,720			12,152	46,872
9	34,720			12,152	46,872
TOTAL	$1,324,559	$739,199	$102,963	$804,237	$2,970,958

---

* Other Personnel Costs includes salaries for all staff other than teachers and guidance counselors, and hourly compensation. Fringe benefit costs are not included.
**Personnel costs for the AIDP schools are estimates.

TABLE 6-4

Community-Based Organization Expenditures Compared with Budgets
DPI High Schools, 1987-88

Community-Based Organization	School	CBO Budget	Actual Expenditures	Percent of Budget Spent
Aspira	8	$108,675	$102,762	94.6%
FEGS -- Operation Success Total		2,658,190	2,569,780	96.7%
Op. Success	2	537,941	520,050	96.7%
"	3	223,870	216,425	96.7%
"	4	487,951	471,722	96.7%
"	9	362,974	350,902	96.7%
"	11	485,777	469,620	96.7%
"	12	367,321	355,105	96.7%
	13	192,355	185,957	96.7%
FEGS Op. Futures	8	218,820	176,060	80.5%
Good Shep. Svcs.	7	70,123	70,123	100.0%
Grand St. Settle.	10	241,395	238,474	98.8%
Manhattan Valley	5	97,808	92,892	95.0%
NW Bronx Coalition	1	154,472	144,933	93.8%
Pius XII	6	106,866	103,251	96.6%
Urban Adventures	8	79,876	79,586	99.6%
Victim Services Proj. SMART Total		202,166	197,312	97.6%
Project SMART	1	40,433	39,462	97.6%
"	3	40,433	39,462	97.6%
"	5	40,433	39,462	97.6%
"	8	40,433	39,462	97.6%
"	12	40,433	39,462	97.6%

TABLE 6-5

Total Program Expenditures and Per-Pupil Expenditures
DPI High Schools, 1987-88

School	Total Program Expenditures	Rank	DPI Roster	Average Per-Pupil Expenditures	Rank
Modified Systemic Model					
1	$549,037	7	321	$1,710	7
5	813,783	2	465	1,750	6
6	594,756	5	568	1,047	12
7	672,388	3	224	3,002	1
8	834,718	1	445	1,876	4
10	537,476	8	334	1,609	8
Modified CBO Model					
3	441,949	11	317	1,394	9
11	628,023	4	361	1,778	6
12	536,936	9	273	1,967	5
13	424,277	12	166	2,571	2
AIDP School-with-CBO Model					
2	576,922	6	429	1,345	10
4	528,894	10	517	1,022	13
9	407,774	13	372	1,096	11

TABLE 6-6

Community-Based Organization Per-Pupil Costs
DPI High Schools, 1987-88

Community-Based Organization	School	Contract N	Total on Roster	Total Expenditures	Average Per Pupil Expenditures	Rank on Total Costs	Rank on Per-Pupil Costs
Grand St. Settle.	10	150	98	$238,474	$2,433	6	1
Oper. Success	12	338	155	355,105	2,291	4	2
Project SMART	8	35	21	39,462	1,879	19	3
Aspira	8	120	63	102,762	1,631	12	4
Oper. Success	13	177	116	185,957	1,603	8	5
Oper. Success	2	496	329	520,050	1,581	1	6
NW Bronx Coalition	1	175	101	144,933	1,436	10	7
Urban Adventures	8	75	56	79,586	1,421	14	8
Oper. Success	9	334	251	350,902	1,398	5	9
Oper. Success	11	447	350	469,620	1,342	3	10
Oper. Success	8	280	133	176,060	1,324	9	11
Good Shep. Svcs.	7	100	59	70,123	1,189	16	12
Project SMART	3	35	35	39,462	1,127	17	13
Manhattan Valley	6	100	87	92,892	1,068	13	14
Oper. Success	4	449	452	471,722	1,044	2	15
Project SMART	1	35	40	39,462	987	20	16
Project SMART	12	35	42	39,462	940	18	17
Oper. Success	3	206	267	216,426	811	7	18
Plus XII	6	125	136	103,261	759	11	19
Project SMART	5	35	94	39,462	420	16	20
OVERALL				$3,775,172	$1,334		

TABLE 6-7

School Rankings on Total Program Expenditures and Student Performance Outcomes DPI High Schools, 1987-88

School	Total Expenditures	Rank	Average Change in Attendance	Rank	Average Chng in Courses Passed	Rank	Percent Dropouts	Rank
8	$834,718	1	-7%	7	-7%	11	16.5%	6
5	$813,783	2	-7%	6	-4%	8	20.9%	9
7	$672,388	3	-6%	5	-7%	10	14.0%	4
11	$623,023	4	-8%	9	-10%	12	15.5%	5
6	$594,756	5	-9%	11	-3%	5	21.5%	10
2	$576,922	6	-9%	10	-12%	13	7.7%	1
1	$549,037	7	-6%	4	-4%	7	10.2%	2
10	$537,475	8	-8%	8	-2%	4	13.5%	3
12	$536,936	9	-3%	3	2%	2	23.1%	12
4	$528,594	10	-11%	12	9%	1	22.1%	11
3	$441,949	11	4%	1	-6%	9	23.8%	13
13	$424,277	12	-11%	13	-3%	6	17.6%	7
9	$407,774	13	-1%	2	0%	3	19.7%	8

FIGURE 4-1

Activities Associated with More or Fewer Credits Earned in 1987-88 and with Higher or Lower Percent of Change in Courses Passed

DPP

	Credits > 4.7	Credits < 4.7
Courses Passed Change > -4.4%	Adult tutoring (6.3; +11%) Job Employment (5.9; 0%) On-campus Enrich. (6.0; -1%) DPP Sponsored Cl. (5.9; -3%)	Transition. Class (1.6; + 6%) G.E.D. Program (2.2; +5%) Career Educ. (3.3; +4%) Minischool (3.8; -1%) Blocked Program (1.7; -3%)
Courses Pass Change < -4.4%	Activity Club (6.4; -6%) Peer Tutoring (5.7; -7%)	Group Counsel. (4.1; -6%) Individ. Counsel (4.0; -6%) Health Program (3.8; -6%) Case Management (3.3; -6%)

A B D C

FIGURE 4-2

Activities Associated with More or Fewer Credits Earned in 1987-88 and with Higher or Lower Percent of Change in Courses Passed

AIDP School-with CBO Model

	Credits > 4.6	Credits < 4.6
Courses Passed Change > -1.3%	G.E.D. Program (5.0;+45%) Career Educ. (5.8; +17%) Peer Tutoring (5.8; +5%) Activity Club (6.8; +2%) Job Employment (6.0; +2%) Transition Cl. (5.4; 0%)	Minischool (4.0; +11%) Blocked Program (4.5; +4%) Off-campus Enrich (4.3; +1%)
	A	B
	D	C
Courses Pass Change < -1.3%	On-campus Enrich (6.9; -6%)	Individ. Counsel. (4.6; -1%) Group Counseling (4.6; -1%)